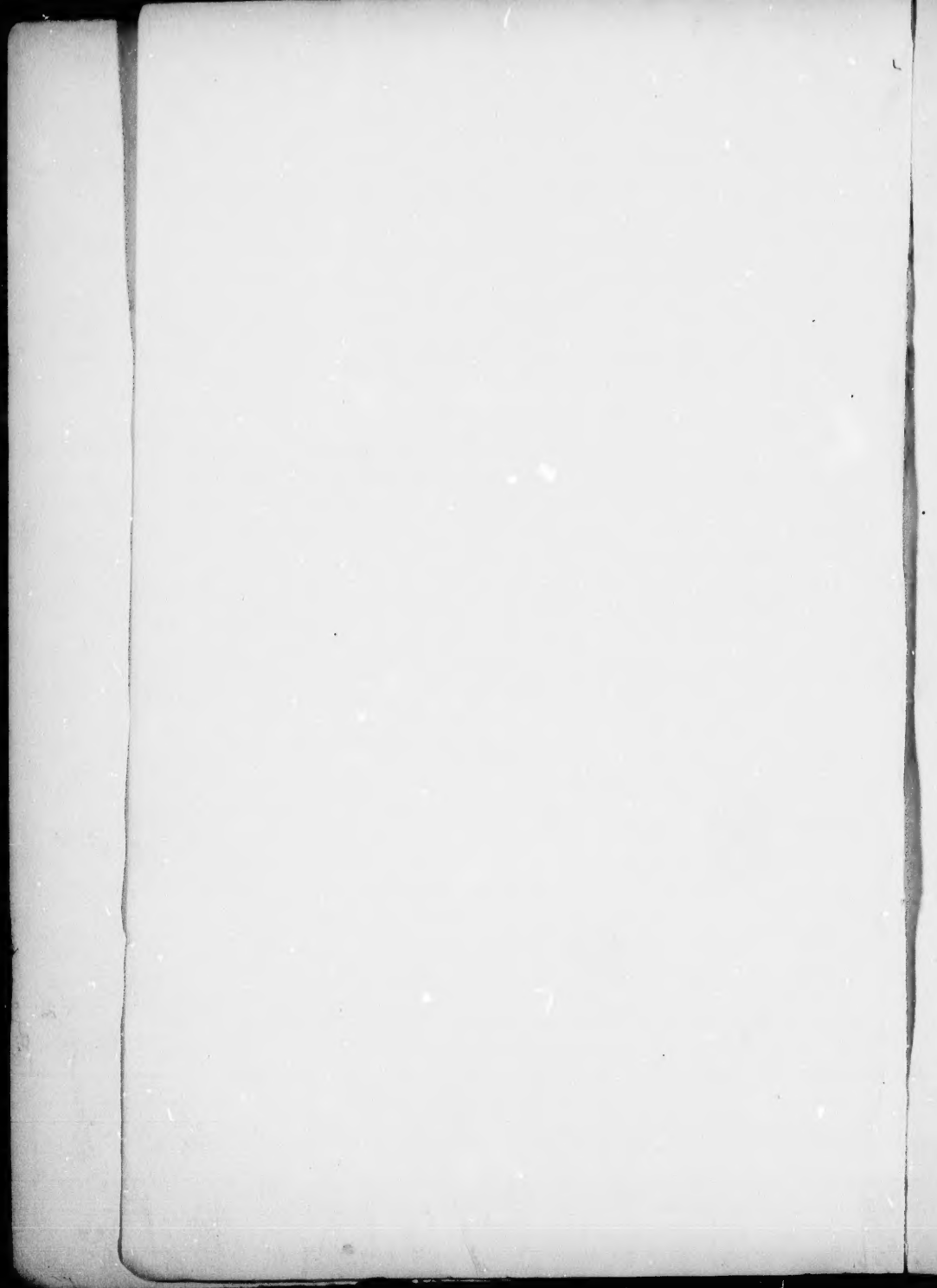




University of Toronto.

EXAMINATION PAPERS

FOR

1891.

TORONTO:
ROWSELL & HUTCHISON, PRINTERS.

1891.

ROWSSELL & HUTCHISON,
PRINTERS, TORONTO.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

GREEK.

PASS MATRICULATION.

Examiners : { A. J. BELL, M.A., PH.D.
W. DALE, M.A.
J. FLETCHER, M.A.

NOTE.—Only one of the alternatives (a) and (b) in questions 10 and 14 to be taken.

A.

1. Write down the nom. sing. of βασιλέα, χερσί, ἀληθῆ, ταῦτα, ὅτου.
2. Write down the positive of μέγιστος, ἡδίων, κρείττων, αἰσχιστος, and the comparative of εὖ.
3. Parse (giving the 1st person pres., fut., pf., and aor. ind. of the verb) εἰλω, ἐλήφθη, ἐλείφθη, ἐλύσω, δρᾶσον.
4. Distinguish ὁ ἀγαθὸς ἀνὴρ, and ὁ ἀνὴρ ἀγαθός. Αὐτὸς ὁ δούλος and ὁ αὐτὸς δούλος. Ἄλλοι and οἱ ἄλλοι.
5. Translate into Greek :
 - (a) He will order his boy to give the money to you.
 - (b) This man has taken five ships, crews and all.
 - (c) The other of the two armies will march quickly against Babylon.
 - (d) Who is that? I will ask who it is.
 - (e) He said that he himself thought virtue better than wealth.

B.

Translate :

Ἐλθόντων μὲν γὰρ Περσῶν καὶ τῶν σὺν αὐτοῖς παμπληθεὶ στόλῳ ὡς ἀφανιούντων τὰς Ἀθήνας, ὑποστῆναι αὐτοῖς Ἀθηναῖοι τολμήσαντες ἐνίκησαν αὐτούς. Καὶ εὐξάμενοι τῇ Ἀρτέμιδι, ὁπόσους ἂν κατακάνοιεν τῶν πολεμίων, τοσαύτας χιμαῖρας καταθύσειν τῇ θεῷ, ἐπεὶ οὐκ εἶχον ἱκανὰς εὐρεῖν, ἔδοξεν αὐτοῖς κατ' ἐνιαυτὸν πεντακοσίας θύειν, καὶ ἔτι καὶ νῦν ἀποθύουσιν. Ἐπειτα ὅτε Ξέρξης ὕστερον ἀγείρας τὴν ἀναρίθμητον στρατιὰν ἦλθεν ἐπὶ τὴν Ἑλλάδα, καὶ τότε ἐνίκων οἱ ἡμέτεροι πρόγονοι τοὺς τούτων προγόνους καὶ κατὰ γῆν καὶ κατὰ θάλατταν. Ὡν ἔστι μὲν τεκμήρια ὁρᾶν τὰ τρόπαια, μέγιστον δὲ μαρτύριον ἡ ἐλευθερία τῶν πόλεων, ἐν αἷς ὑμεῖς ἐγένεσθε καὶ ἐτράφητε· οὐδέν τι γὰρ ἀνθρώπων δεσπότην, ἀλλὰ τοὺς θεοὺς προσκυνεῖτε.

XENOPHON, *Anabasis*, III.

6. Parse (giving principal parts of verbs) ὑποστῆναι, εὐρεῖν, ἦλθεν, ἐνίκων, ἐτράφητε.

7. Give rules for the case of Περσῶν, στόλῳ, αὐτοῖς (ὑποστῆναι).

8. ὡς ἀφανιούντων. Write a note on this idiom.

9. καταθύσειν. When is the subject of the infinitive (a) expressed, (b) omitted?

10. (a) Sketch, and illustrate from the third book of the *Anabasis*, the character of Xenophon.

(b) Draw a rough map to show the route of Cyrus from Sardis to Cunaxa.

C.

Translate :

“Τέκνον, τίπτε λιπὼν πόλεμον θρασὺν εἰλήλουθας ;
Ἡ μάλα δὴ τείρουσι δυσώνυμοι νῆες Ἀχαιῶν
Μαρνάμενοι περὶ ἄστυ· σέ δ' ἐνθάδε θυμὸς ἀνῆκεν
Ἐλθόντ' ἐξ ἄκρης πόλιος Διὶ χεῖρας ἀνασχεῖν.
Ἀλλὰ μὲν, ὄφρα κέ τοι μελιγδέα οἶνον ἐνεῖκω,
Ὡς σπείσης Διὶ πατρὶ καὶ ἄλλοις ἀθανάτοισιν
Πρῶτον, ἔπειτα δέ κ' αὐτὸς ὀνήσῃαι, αἶ κε πῆσθα.
Ἄνδρι δὲ κεκμηῶτι μένος μέγα οἶνος ἀέξει,
Ὡς τὴν τε κέκμηκας ἀμύνων σοῖσιν ἔτῃσιν.”

HOMER, *Iliad*, VI.

11. Parse (giving principal parts of verbs) λιπών, ἀνήκεν, ἀνασχεῖν, ἀέξει, κέκμηκας.

12. Give Attic Greek for ἄκρης, κέ, ἐνείκω, μεληδέα, πῆσθα.

13. καὶ αὐτὸς ὀνήσεται. What peculiarity in syntax?

14. (a) What is an epic poem? What difficulty in applying the definition to the *Iliad*?

(b) Describe briefly the interview between Hector and Andromache.

D.

Translate at sight :

Ἀκούσαντες ταῦτα ἐπείθοντο καὶ διέβησαν πρὶν τοὺς ἄλλους ἀποκρίνασθαι. Κύρος δ' ἐπεὶ ἦσθετο διαβεβηκότας, ἦσθη τε καὶ τῷ στρατεύματι πέμψας Γλοῦν εἶπεν· "Ἐγὼ μὲν, ὦ ἄνδρες, ἤδη ὑμᾶς ἐπαινῶ ὅπως δὲ καὶ ὑμεῖς ἐμὲ ἐπαινέσετε, ἐμοὶ μελήσει, ἢ μηκέτι με Κύρον νομίζετε." Οἱ μὲν δὴ στρατιῶται ἐν ἐλπίσι μεγάλας ὄντες εὐχοντο αὐτὸν εὐτυχῆσαι· Μένωνι δὲ καὶ δῶρα ἐλέγετο πέμψαι μεγαλοπρεπῶς. Ταῦτα δὲ ποιήσας διέβαινε· συνείπετο δὲ καὶ τὸ ἄλλο στράτευμα αὐτῷ ἅπαν. Καὶ τῶν διαβαινόντων τὸν ποταμὸν οὐδεὶς ἐβρέχθη ἀνωτέρω τῶν μασθῶν ὑπὸ τοῦ ποταμοῦ.

XENOPHON, *Anabasis*, I.

μεγαλοπρεπῶς, munificently ; βρέχω, wet ; μασθός, breast.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

GREEK AUTHORS.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners : { A. J. BELL, M.A., PH.D.
W. DALE, M.A.
J. FLETCHER, M.A.

NOTE.—Candidates are allowed an option between questions 4 and 5, between questions 9 and 10, between questions 14 and 15.

A.

Translate :

Ἑπτὰ δὲ καὶ δέκα μὲν πλέον ἤματα ποντοπορεύων,
Ὀκτωκαιδεκάτῃ δ' ἐφάνη ὄρεα σκίουντα
Γαίης ὑμετέρης, γήθησε δέ μοι φίλον ἦτορ
Δυσμόρφῃ. ἥ γὰρ ἔμελλον ἔτι ξυνέσεσθαι οἷζυϊ
Πολλῇ, τήν μοι ἐπῶρσε Ποσειδάων ἐνοσίχθων,
Ὅς μοι ἐφορμήσας ἀνέμους κατέδησε κέλευθα,
Ὡρινεν δὲ θάλασσαν ἀθέσφατον, οὐδέ τι κύμα
Εἶα ἐπὶ σχεδίας ἄδινά στενάχοντα φέρεσθαι.
Τὴν μὲν ἔπειτα θύελλα διεσκέδασ'. αὐτὰρ ἔγωγε
Νηχόμενος μέγα λαῖτμα διέτμαγον, ὄφρα με γαίῃ
Ὑμετέρῃ ἐπέλασσε φέρων ἀνεμός τε καὶ ὕδωρ.

HOMER, *Odyssey*, VII.

1. Scan the first four verses, and notice some points of difference between the metre of Homer and that of Virgil.
2. φίλον ἦτορ. Write a note on Homer's use of φίλον, and give its equivalent in Attic.
3. Derive σκίουντα, δυσμόρφῃ, ἐνοσίχθων, ἀθέσφατον.

4. Give an account of the Epic dialect, contrasting it with Attic, and illustrating from the passage given above;

5. Give an account of the various theories that have been held as to the composition of the Iliad and Odyssey.

B.

Translate :

Τοσαῦτα μὲν τοίνυν χρήματα εἰληφὼς καὶ χρεά πολλῶν ταλάντων ἔχων, ὧν τὰ μὲν παρ' ἐκόντων, τὰ δ' ἐκ τῶν δικῶν εἰσπρίττει, ἃ τῆς μισθώσεως ἔξω τῆς τραπέζης καὶ τῆς ἄλλης οὐσίας, ἣν κατέλιπε Πασίων, ὠφείλετο ἐκείνῳ καὶ νῦν παρελήφασιν οὗτοι, καὶ τοσαῦτ' ἀνηλωκὼς ὅς' ὑμεῖς ἠκούσατε, οὐδὲ πολλοστὸν μέρος τῶν προσόδων, μὴ ὅτι τῶν ἀρχαίων, εἰς τὰς λειτουργίας, ὅμως ἀλαζονεύσεται καὶ τριηραρχίας ἐρεῖ καὶ χορηγίας.

DEMOSTHENES, *Pro Phormione*.

6. μὴ ὅτι τῶν ἀρχαίων. Explain the construction, supplying the words necessary to make the sense clear.

7. πολλοστὸν. Derive, and show the exact force of this word here.

8. Write explanatory notes on ταλάντων, τριηραρχίας, χορηγίας.

9. Give an account of the plea in support of which this speech was delivered;

10. Give some of the indications afforded by this speech for determining the date of its delivery.

C.

Translate :

ἀλλὰ νῆ Δία οὐκ εἰσὶ τοιοῦτοι. ἀλλ' ἴσασι ὑμῶν, ὡς ἐγὼ νομίζω, πολλοὶ καὶ τὸν Διότιμον καὶ τὸν Ἀρχεβιάδην καὶ τὸν Χαιρέτιμον τὸν ἐπιπόλιον τουτονί, οἳ μεθ' ἡμέραν μὲν ἐσκυθρωπάκασιν καὶ λακωνίζουσιν καὶ τρίβωνας ἔχουσι καὶ ἀπλᾶς ὑποδέδενται, ἐπειδὴν δὲ συλλεγῶσι καὶ μετ' ἀλλήλων γένωνται, κακῶν καὶ αἰσχυρῶν οὐδὲν ἐλλείπουσι· καὶ ταῦτα τὰ λαμπρὰ καὶ νεανικά ἐστιν αὐτῶν "οὐ γὰρ ἡμεῖς μαρτυρήσομεν ἀλλήλοις; οὐ γὰρ ταῦθ' ἐταίρων ἐστὶ καὶ φίλων; τί δὲ καὶ δεινόν ἐστιν ὧν παρέξεται κατὰ σοῦ; τυπτόμενόν φασὶ τινες ὄραν; ἡμεῖς δὲ μὴδ' ἠφθαι τὸ παράπαν μαρτυρήσομεν. ἐκδεδύσθαι θοιμάτιον; τοῦτ' ἐκείνους πρότερον πεποιηκέναι ἡμεῖς μαρτυρήσομεν. τὸ χεῖλος ἐρράφθαι; τὴν κεφαλὴν δέ γ' ἡμεῖς ἢ ἕτερόν τι κατεαγέναι φήσομεν."

DEMOSTHENES, *Contra Cononem*.

11. ἴσασιν. Give this tense in full in all its moods.

12. ὦν παρέξεται. Explain the construction.

13. Parse ὑποδέδενται, ἦφθαι, ἐρράφθαι, κατεαγέναι.

14. What kind of action was brought by the plaintiff in this suit? What reason does he give for preferring this to the other legal course open to him?

15. Write a life of Demosthenes.

D.

Translate:

Οἶδα δὲ ποτὲ αὐτὸν καὶ Κρίτωνος ἀκούσαντα, ὡς χαλεπὸν ὁ βίος Ἀθηήσιν εἶη ἀνδρὶ βουλομένῳ τὰ ἑαυτοῦ πράττειν. "Νῦν γάρ," ἔφη, "ἐμὲ τινες εἰς δίκας ἄγουσιν, οὐχ ὅτι ἀδικοῦνται ὑπ' ἐμοῦ, ἀλλ' ὅτι νομίζουσιν ἥδιον ἂν με ἀργύριον τελέσαι ἢ πράγματα ἔχειν." Καὶ ὁ Σωκράτης, "Εἰπέ μοι," ἔφη, "ὦ Κρίτων, κύνας δὲ τρέφεις, ἵνα σοὶ τοὺς λύκους ἀπὸ τῶν προβάτων ἀπερύκωσι;" "Καὶ μάλα," ἔφη, "μᾶλλον γάρ μοι λυσιτελεῖ τρέφειν ἢ μὴ." "Οὐκ ἂν οὖν θρέψαις καὶ ἄνδρα, ὅστις ἐθέλοι τε καὶ δύναιτό σου ἀπερύκειν τοὺς ἐπιχειροῦντας ἀδικεῖν σε;" "Ἡδέως γ' ἂν," ἔφη, "εἰ μὴ φοβοίμην, ὅπως μὴ ἐπ' αὐτόν με τράποιτο." "Τί δ' ;" ἔφη, "οὐχ ὁρᾷς, ὅτι πολλῶ ἥδιον ἔστι χαριζόμενον οἷά σοι ἀνδρὶ ἢ ἀπεχθόμενον ὠφελεῖσθαι; εὖ ἴσθι, ὅτι εἰσὶν ἐνθάδε τῶν τοιούτων ἀνδρῶν οἱ πάντες ἀν φιλοτιμηθεῖεν φίλῳ σοι χρῆσθαι."

XENOPHON, *Memorabilia*, II.

VOCABULARY.

ἀπερύκειν, to drive away.

λυσιτελεῖν, to be profitable.

φιλοτιμεῖσθαι, to be ambitious.

Educational Department, Ontario.

ANNUAL EXAMINATIONS : 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

GREEK GRAMMAR AND COMPOSITION.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners : { A. J. BELL, MA., PH.D.
W. DALE, M.A.
J. FLETCHER, M.A.

NOTE.—*Breathings and accents are required. An option is allowed between questions 5 and 6.*

1. Translate into Greek :
 - (a) The king himself departed on the same day.
 - (b) Did you do that ? Certainly not.
 - (c) Some they condemned to exile, others to death.
 - (d) He did not conceal his opinion from the country.
2. What cases do *παρὰ*, *διὰ*, *κατὰ*, *ἐπὶ* respectively govern ? Give examples in Greek to illustrate the different meanings of each preposition according to the different cases which it governs.
3. Illustrate, by examples, the chief uses of (a) the optative mood ; (b) the aorist tense (indicative).
4. Give examples to show the use of the particle *ἄν* with the indicative, subjunctive and infinitive moods.
5. Translate into Greek :
 - (a) If the enemy do this, we shall deprive them of their ships.
 - (b) It cannot be that he will do it.
 - (c) We must remain wherever we are posted.
 - (d) I was afraid that he would not succeed.
 - (e) They said that if he were wiser, he would be better.
 - (f) Men are less indignant when suffering violence than when suffering wrong.

[OVER]

6. Translate into Greek :

- (a) Man must not be honoured before the truth.
- (b) Let no one enter here who does not know geometry.
- (c) You are so foolish that you hope to conquer.
- (d) They deliberated whether they should approach the city by sea or by land.
- (e) He would not be invited, even if he were rich.
- (f) As it is not possible to save the country, let us die for it.

7. Translate into Greek :

And after him Mardonius spoke : " Not only, my lord, art thou the noblest of living Persians, but likewise of those yet unborn (fut. part. of εἶμι). Most true are all the words which thou hast spoken. But best of all is thy resolve (δόξα) not to let the Greeks who live in Europe, and who are a worthless race (ἀνάξιος) mock (καταγελάω) us any more. It were indeed a monstrous (δεινός) thing, if after conquering and enslaving the Assyrians and many other mighty nations, not for any wrong they had done us, but only from a wish to increase our empire, we should not then punish the Greeks, who have done us such wanton injury. What is it that we fear ? Their numbers or the greatness of their wealth ? We know the manner of their battle, and how weak their power is, for already we have subdued (καταστρέφο) their children who dwell in our country."

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

LATIN GRAMMAR AND COMPOSITION.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: { A. J. BELL, M.A., PH.D.
WILLIAM DALE, M.A.
JOHN FLETCHER, M.A.

NOTE.—Candidates will take sections A and B, and any five questions of section C.

A.

Translate into Latin:

1. He thought that the boy would die, but all the rest thought that he would live.
2. Don't you think that he ought to have forgotten how much they had injured him?
3. I asked him which of his friends was favored by the king?
4. No one was so cruel as to wish them to be put to the sword.
5. I believe that the government ought to have ascertained the position of the enemy.

B.

6. Translate into Latin:

Elated with this victory he encamped that night upon the field (*locus*) of battle, intending upon the following day to go in pursuit of the enemy who had immediately withdrawn from the neighborhood (*locus*). At dawn, accordingly, he began the march, but had not advanced far, before ambassadors from the enemy made their appearance (*appareo*). Flinging themselves at his feet, they implored him with tears in their eyes (*fleo*) to spare their countrymen. They acknowledged that by the in-

(OVER.)

juries they had inflicted upon him they had deserved death; that they hardly dared even to ask for peace. They begged that their offences (*maleficium*) might not prove their ruin (*perniciēs*).

C.

7. Write down the nom. sing. of *nautis*, *deabus*, *omine*, *ossis*, *muneri*, *plebi*, *pectore*, *noctis*, *virtute*, *multitudine*.

8. State the gender of nouns in question 7, giving the rule in each case.

9. Parse (giving the principal parts of verbs) *cadet*, *caedet*, *jaciere*, *det*, *ferret*, *quaeratur*, *queretur*, *verere*, *victus*, *vinctus*.

10. Give the principal parts of *reto*, *augeo*, *audeo*, *tego*, *texo*, *rendo*, *reneo*, *reto*, *jaceo*, *tollo*.

11. What verbs take *ut* with *subjun.* for the English *infinitive*?

Translate: *They will never persuade you not to do it.*

12. State the syntax of verbs of *fearing*.

Translate: *I was afraid that he was not likely to do you much good.*

13. State the common forms for the negative imperative.

Translate: *Do not lose such an opportunity.*

14. What is a *dependent question*?

Translate: *Have you told them the nature of the danger?*

Education Department, Ontario.

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THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

LATIN GRAMMAR AND COMPOSITION.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners : { A. J. BELL, M.A., Ph.D.
WILLIAM DALE, M.A.
JOHN FLETCHER, M.A.

NOTE—*An option is allowed between questions 4 and 5.*

A.

1. Explain what is meant by (a) *objective genitive* ; (b) *genitive of quality* ; (c) *genitive of definition* ; and give in Latin an example of each.

2. Show by examples the various ways in which the *present participle* in English may be expressed in Latin.

3. Give examples in Latin to illustrate the different meanings of *dum* and *ut*.

4. Translate into Latin :

- (a) We are fighting with an enemy who ought in no wise to be spared.
- (b) How few there are who have been, or will be, like him.
- (c) Their answer showed more daring than caution, considering the perilous ground on which they stood.
- (d) Whenever he heard anything of this kind, he would instantly say that the story was invented by some neighbor.

5. Translate into Latin :

- (a) If he does this, I shall be glad ; if not, I shall take it quietly.
- (b) These favors are greater than I can requite.

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- (c) I received the thanks of parliament and the nation for having been alone in not despairing of the Common Wealth.
- (d) Whatever his guilt, whatever his criminality, no one has a right to indict him in his absence and to condemn him unheard.
6. When is *si* followed by the indicative, and when by the subjunctive mood? Give examples.

B.

Translate into Latin :

The names of Catilina's associates show how noble were the families, how exalted the stations of the men who now prepared to plunge into a revolution. Among them were two nephews of the dictator Sulla. Autronius and Cassius had been candidates for the consulship. Bestia was a tribune elect : even the Consul Antonius was suspected of a knowledge of their designs. They counted upon the support of the men who had been impoverished by Sulla, and hoped to inflame the turbulence which animated the dregs of the populace. They expected moreover the armed assistance of the veterans who had already squandered the possessions they had so suddenly acquired. They proposed to excite against their conquerors the hostile feelings of the Italian races. Finally they resolved to seize the gladiators' schools at Capua : and some of them would not have scrupled to arm even the slaves and criminals.

(L.)

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

LATIN AUTHORS.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: { A. J. BELL, M.A., Ph.D.
WILLIAM DALE, M.A.
JOHN FLETCHER, M.A.

NOTE.—Candidates will take all the translation on the paper and any two of the questions in each of the sections A, B, and C.

A.

Translate :

Ariovistus ad postulata Caesaris pauca respondit, de suis virtutibus multa praedicavit: Transisse Rhenum sese non sua sponte, sed rogatum et arcessitum a Gallis; non sine magna spe magnisque praemiis domum propinquosque reliquisse: sedes habere in Gallia ab ipsis concessas, obsides ipsorum voluntate datos; stipendium capere jure belli quod victores victis imponere consuerint. Non sese Gallis, sed Gallos sibi bellum intulisse; omnes Galliae civitates ad se oppugnandum venisse ac contra se castra habuisse; eas omnes copias a se uno proelio pulsas ac superatas esse.

1. Parse *transisse, arcessitum, consuerint, oppugnandum* and *pulsas*, giving the principal parts in each case.
2. Derive *obsides, stipendium, bellum, imponere* and *civitates*.
3. Rewrite in direct oration from *Transisse Rhenum* to *imponere consuerint*.

B.

Translate :

Caesari omnia uno tempore erant agenda: vexillum proponendum, quod erat insigne cum ad arma concurrere oporteret, signum tuba dandum, ab opere revocandi milites, qui paulo longius aggeris
(OVER.)

petendi causa processerant arcessendi, acies instruenda, milites cohortandi, signum dandum. Quarum rerum magnam partem temporis brevis et successus et incursus hostium impediēbat. His difficultatibus duae res erant subsidio, scientia atque usus militum, quod superioribus proeliis exercitati, quid fieri oporteret non minus commode ipsi sibi praescribere quam ab aliis doceri poterant, et quod ab opere singulisque legionibus singulos legatos Caesar discedere, nisi munitis castris vetuerat.

4. Parse all the words in *aggeris petendi causa processerant arcessendi*.

5. Write explanatory notes on *vexillum*, *tuba*, *signum*, *legio* and *legatos*.

6. Give an account of any one of the following events: (a) the defeat of the Helvetii, (b) the conference with Ariovistus, (c) the fate of the Aduatuci.

C.

Translate :

Attulit ipse viris optatum casus honorem.
Namque furens animi dum proram ad saxa suburguet
Interior spatioque subit Sergestus iniquo,
Infelix saxis in procurrentibus haesit.
Concussae cautes, et acuto in murice remi
Obnixi crepuere, illisaeque prora pependit.
Consurgunt nautae et magno clamore morantur,
Ferratasque sudes et acuta cuspide contos
Expediunt, fractosque legunt in gurgite remos.

7. Scan the last two verses, marking the caesural pause in each.

8. Show the force of the prefixes in *suburguet*, *concussae*, *obnixi*, *illisae*, and *expediunt*.

9. Account for the case of *viris*, *animi*, *spatio*, *clamore*, and *cuspide*.

D.

Translate the following, writing notes on the italicized words in each :

- (a) Una omnes fecere pedem, pariterque sinistros,
Nunc dextros, solvere sinus; una ardua torquent
Cornua detorquentque; ferunt *sua* flamina classem.

- (b) Victori chlamydem auratam, quam plurima circum
Purpura *Maeandro* duplici *Meliboea* cucurrit.
- (c) et primus clamore secundo
Hyrtacidae ante omnes exit *locus* Hippocoontis.

E.

Translate at sight:

His tunc cognitis rebus amici regis, qui propter aetatem eius in curatione erant regni, sive timore adducti, ut postea praedicabant, sollicitato exercitu regio ne Pompeius Alexandriam Aegyptumque occuparet, sive despecta eius fortuna, ut plerumque in calamitate ex amicis inimici existunt, his, qui erant ab eo missi, palam liberaliter responderunt eumque ad regem venire jusserunt, ipsi clam consilio inito Achillam, praefectum regium, singulari hominem audacia, et L. Septimium, tribunum militum, ad interficiendum Pompeium miserunt. Ab his liberaliter ipse appellatus et quadam notitia Septimii productus, quod bello praedonum apud eum ordinem duxerat, naviculam parvulam conscendit cum paucis suis: ibi ab Achilla et Septimio interficitur.

sollicitare, to tamper with.
liberaliter, courteously.
notitia, knowledge.

praedo, a pirate.
ordinem ducere, to serve as
centurion.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

LATIN AUTHORS.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners : { A. J. BELL, M.A., Ph.D.
WILLIAM DALE, M.A.
JOHN FLETCHER, M.A.

NOTE.—Candidates are allowed an option between questions 3 and 4, and also between questions 9 and 10.

A.

Translate :

O diva, gratum quae regis Antium,
praesens vel imo tollere de gradu
mortale corpus vel superbos
vertere funeribus triumphos,
te pauper ambit sollicita prece
ruris colonus, te dominam aequoris,
quicumque Bithyna lacessit
Carpathium pelagus carina.
te Dacus asper, te profugi Scythae
urbesque gentesque et Latium ferox
regumque matres barbarorum et
purpurei metuunt tyranni,
iniurioso ne pede proruas
stantem columnam, neu populus frequens
ad arma cessantes, ad arma
concitet imperiumque frangat.
te semper anteit saeva Necessitas,
clavos trabales et cuneos manu
gestans aëna, nec severus
uncus abest liquidumque plumbum.

—Horace, Odes, B. I.

1. Write notes on *Antium*, *praesens*, *triumphos*, *sollicita*, *Bithyna*, *lacessit*, *Carpathium*, *Dacus*, *Scythae*, *Latium*.

(OVER.)

2. Scan the first stanza, marking the quantity of each syllable.

3. Give in detail the meaning of the above passage, showing the connection of thought.

4. Define the special characteristics of the Odes of Horace, illustrating from your book where you can.

B.

Translate:

Exponam enim vobis, Quirites, ex quibus generibus hominum istæ copiæ comparentur; deinde singulis medicinam consilii atque orationis meæ, si quam potero, afferam. Unum genus est eorum, qui magno in ære alieno majores etiam possessiones habent, quarum amore adducti dissolvi nullo modo possunt. Horum hominum species est honestissima; sunt enim locupletes: voluntas vero et causa impudentissima. Tu agris, tu ædificiis, tu argento, tu familia, tu rebus omnibus ornatus et copiosus sis, et dubites de possessione detrahere, acquirere ad fidem? Quid enim expectas? Bellum? Quid? Ergo in vastatione omnium tuas possessiones sacrosanctas futuras putas? An tabulas novas? Errant qui istas a Catilina expectant. Meo beneficio tabulæ novæ proferentur, verum auctionariæ. Neque enim isti, qui possessiones habent, alia ratione ulla salvi esse possunt. Quod si maturius facere voluissent, neque, id quod stultissimum est, certare cum usuris fructibus prædiorum, et locupletioribus his et melioribus civibus uteremur.

—Cicero, *In Catilinam*.

5. Give rules for the mood of *comparentur*, *sis*, *uteremur*.

6. Write notes on *istæ*, *aere alieno*, *tabulae novæ*.

7. "*Consilii atque orationis*. Hendiadys." Explain.

8. "*Locupletioribus*. Predicative." Explain.

9. *Unum genus*. Describe, in your own words, the first class of Catiline's supporters. What is Cicero's advice to them?

10. State the object of each of the four orations against Catiline respectively.

C.

Translate at sight:

Audite, audite consulem, iudices, nihil dicam arrogantius, tantum dicam, totos dies atque noctes de republica cogitantem. Non usque eo L. Catilina rempublicam despexit atque contempsit, ut ea copia, quam secum eduxit, se hanc civitatem oppressurum arbitraretur. Latius patet illius sceleris contagio, quam quisquā putat: ad plures pertinet. Intus, intus, inquam, est equus Trojanus; a quo nunquam, me consule, dormientes opprimemini. Quæris a me, quid ego Catilinam metuam. Nihil; et curavi, ne quis metueret: sed copias illius, quas hic video, dico esse metuendas; nec tam timendus est nunc exercitus L. Catilinæ, quam isti, qui illum exercitum deseruisse dicuntur. Non enim deseruerunt; sed ab illo in speculis atque insidiis relictī, in capite atque in cervicibus nostris restiterunt.

—Cicero, *Pro Murena*.

Late patere, *be wide-spread*;
specula, *watch-tower*; resto, *remain behind*.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

FRENCH GRAMMAR AND COMPOSITION.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: { M. S. CLARK, B.A.
JOHN PETCH, M.A.
JOHN SQUAIR, B.A.

NOTE.—*Candidates will take section A, the first four questions of section B, and any two of the remaining five.*

A.

Translate into French:

Molière, the great French author, was born in Paris in the year one thousand six hundred and twenty-two. His father was the king's upholsterer (*tapisier*) and was probably a rather rich man. The son received a good education, although not much is known of his youth. When he was about twenty years old he organized a company of actors, which was called *L' Illustre Théâtre*. But in this he did not succeed very well. He soon lost all his money, and with his *troupe* was forced to leave Paris and make a tour in the provinces. This tour lasted from sixteen hundred and forty-six till sixteen hundred and fifty-eight. During these years he travelled over (*parcourir*) nearly the whole of France, and played in many of the large cities. After his return to Paris he became the king's favorite and produced the masterpieces for which he is so celebrated. At last after fifteen years of great prosperity he died in sixteen hundred and seventy-three at the age of fifty-one.

(OVER.)

B.

1. Construct appropriate replies to the following, each answer to consist of at least twelve words:

- (a) Aimeriez-vous que le Canada fût partie des États-Unis ?
- (b) Quelle partie de l'année préférez-vous ?
- (c) N'est-ce pas que l'étude est une belle chose ?
- (d) Quels sont les plaisirs de campagne que vous aimez le mieux ?
- (e) Quels sont les devoirs les plus importants du jeune Canadien ?

2. Translate into French :

- (a) He has not done it yet.
- (b) He has no more of them.
- (c) We have scarcely any left.
- (d) Nobody will be there.
- (e) He has never done anything.

3. Translate into French :

- (a) Whom did you bring with you ?
- (b) What did you bring with you ?
- (c) To whom did you give it ?
- (d) Who is yonder in the field ?
- (e) Which of those ladies did you meet ?

4. Translate into French :

- (a) Let them go away.
- (b) Be silent.
- (c) Let them not be there.
- (d) The woman died.
- (e) He was born.
- (f) They will run.
- (g) Do it now.
- (h) Let them be able to do it.
- (i) May he know how to do it.
- (j) That they might know how to do it.

5. Translate into French :

- (a) I shall do what you are doing.
- (b) I shall give you what you need.
- (c) What did he tell you ?
- (d) He told me what you told him.
- (e) He whom I saw yesterday is dead.

6. Translate into French :

- (a) There are three hundred and three men in the field.
- (b) He came on the sixth of July, one thousand eight hundred and ninety-one.
- (c) He gave me twenty-five francs and eighty-five centimes.
- (d) That man is ninety-seven years old.
- (e) He has two hundred and eighty francs.

7. Translate into French :

- (a) Canada is our country, let us love it.
- (b) Dogs are faithful animals.
- (c) That sugar costs five cents a pound.
- (d) He comes here Mondays.
- (e) Virtue is always beautiful.

8. Translate into French :

- (a) Queen Victoria was born on the twenty-fourth of May one thousand eight hundred and nineteen.
- (b) We arrived on Tuesday morning at half-past seven.
- (c) We always rise at five o'clock on Saturday morning.
- (d) He comes Sundays at five in the evening.

9. Translate into French :

- (a) That tree is sixty feet high.
- (b) Our house is twenty-two feet wide by thirty long.
- (c) He earns ten francs a day.
- (d) That house is five feet longer than ours.
- (e) That box is four feet long and two feet wide.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

FRENCH GRAMMAR AND COMPOSITION.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners : { M. S. CLARK, B.A.
JOHN PETCH, M.A.
JOHN SQUAIR, B.A.

NOTE.—Candidates will take section A, the first five questions of section B, and any two of the remaining five.

A.

Translate into French :

A hungry fox was one day looking for a poultry-yard. It was late in the afternoon, and as he was passing a farm house he saw a cock and some hens which had gone up into a tree for the night. He drew near and invited them to come down and rejoice with him on account of a new treaty of peace which had been formed between the animals. The cock said he was very glad of it, but that he did not intend to come down before the next morning. "But," said he, "I see two dogs coming; I have no doubt they will be glad to celebrate the peace with you." Just then the fox remembered that he had business elsewhere, and, bidding the cock good-bye, began to run. "Why do you run?" said the cock, "if the animals have made a peace, the dogs won't hurt you. I know them, they are good, loyal dogs and would not harm any one." "Ah," said the fox, "I am afraid they have not yet heard the news."

B.

1. Translate into French :

- (a) How long have you lived in this country?
- (b) I have lived here for twenty years.
- (c) I was at his place for two weeks last summer.
- (d) I have been in London many times.
- (e) He will be here in a fortnight, and will stay for a week.

(OVER.)

2. Translate into French :

- (a) I should like to have some, can you give me any?
- (b) Will you be so kind as to come to-morrow?
- (c) Will you come and see me? Yes, I shall come.
- (d) He will come; will you come also?
- (e) Will you send for the doctor? Yes, I shall send for him.

3. Translate into French :

- (a) He ought to do it before next week.
- (b) He is to leave for France in a few days.
- (c) I was to have done it but I could not.
- (d) You ought to have gone to see him when you were there.
- (e) My father and mother must have been there.

4. Translate into French :

- (a) We were not there when you came.
- (b) There used to be very many of them in my father's fields.
- (c) When he would go out for a walk he would take a book with him.
- (d) When he used to come to our place he would say to me.
- (e) When I saw him yesterday I told him.

5. Translate into French :

- (a) Whatever you do you will never be rich.
- (b) However good you are you will not succeed.
- (c) Whenever you come tell him to wait for me.
- (d) Whenever he came to see me he brought me something nice.
- (e) Whoever you are you will not deceive me.

6. Translate into French :

- (a) Do you not think you will be there?
- (b) That does not hinder him from being a gentleman.
- (c) However important the affair is we must go away.
- (d) It is probable your father will be able to prevent him from doing it.
- (e) Is it not impossible for our friends to do it?

7. Translate into French :

- (a) You may do it when you come if you wish.
- (b) You may not do it unless you have finished your work.
- (c) However foolish I may be I shall not do what they desire.
- (d) It may rain ; it looks very much like it.
- (e) That may be so ; I do not know ; ask your father.

8. Translate into French :

- (a) Do you know whose horses those are ?
- (b) Those are the gentlemen whose horses we saw.
- (c) That is the man whose words I was thinking of.
- (d) I was speaking of what you told me yesterday.
- (e) I was thinking of the man you were speaking of this morning.

9. Translate into French :

- (a) Why did you get your hair cut, in this cold weather ?
- (b) He had his house built on a hill.
- (c) He had a coat made for himself.
- (d) Did that little boy not hurt his hand when he fell ?
- (e) He will not shave himself, he will get himself shaved.

10. Translate into French :

- (a) Nobody will ever do what you said.
- (b) I never saw anything so beautiful.
- (c) I never saw any one who is so foolish as he.
- (d) He never had anything which pleased him so much.
- (e) Did you ever see any one so poor ? Never.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MARTICULATION.

FRENCH AUTHORS.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: { M. S. CLARK, B.A.
JOHN PETCH, M.A.
JOHN SQUAIR, B.A.

NOTE. — Candidates will take section A, and either section B or section C.

A.

Translate:

Quel homme est ce député Bowelt? le connaissez-vous?

—Mais un brave homme, à ce que je crois du moins, monseigneur.

Le jeune homme, en entendant cette appréciation du caractère de Bowelt faite par l'officier, laissa échapper un mouvement de désappointement si étrange, de mécontentement si visible, que l'officier le remarqua et se hâta d'ajouter:

— On le dit, du moins, monseigneur. Quant à moi, je ne puis rien affirmer, ne connaissant pas personnellement monsieur Bowelt.

— Brave homme, répéta celui qu'on avait appelé monseigneur; est-ce brave homme que vous voulez dire ou homme brave?

— Ah! monseigneur m'excusera; je n'oserais établir cette distinction vis-à-vis d'un homme que, je le répète à Son Altesse, je ne connais que de visage.

— Au fait, murmura le jeune homme, attendons, et nous allons bien voir.

L'officier inclina la tête en signe d'assentiment et se tut.

1. *le connaissez-vous* (l. 1)? Translate: I know him and his brother.

2. *ne connaissant pas . . . monsieur Bowelt.* Translate: I don't know those gentlemen but I know their names.

3. Point out the various uses of *que* in the extract.

(OVER.)

4. *se hâta*. Change into the Present Perfect Subjunctive, third person plural.

5. Write the first person singular of the Preterite Definite, of the Future Indicative, and of the Present Subjunctive of *croire*, *faire*, *avoir appelé*.

B.

Translate :

Né tout près de là, à Villerville, d'une race de marins, Jean Pigault, dans ses voyages lointains, avait toujours emporté au fond de l'âme l'image de ce coin de terre où s'était passée son enfance. Nulle part il n'avait rien vu qui effaçât chez lui ce radieux souvenir. Tout lui avait paru moins beau que ce pli du rivage où il avait ouvert pour la première fois les yeux à la lumière. Aussi s'était-il toujours dit que, plus tard, si, à force de travail et d'économie, il parvenait à cette précieuse aisance que l'on appelait autrefois la *médiocrité dorée*, et qui est le but si légitime de tous ceux dont la vie est un long effort et un rude labeur, ce serait là qu'il viendrait abriter ses derniers automnes.

Victor touchait à ses quinze ans. Il avait poussé tout d'un coup, le petit pâlot, devenant un fort gars aux épaules larges, aux gestes tranquilles. Depuis le temps qu'il naviguait sur la *Belle-Nivernaise*, il commençait à connaître son chemin comme un vieux marinier, nommant les bas-fonds, flairant les hauteurs d'eau, passant des manœuvres de la perche à celles du gouvernail. Il portait la ceinture rouge et la vareuse bouffante autour des reins.

Quand le père Louveau lui abandonnait la barre, Clara, qui se faisait grande fille, venait tricoter à côté de lui, éprise de sa figure calme et de ses mouvements robustes. Cette fois-là, la route de Corbigny à Paris avait été rude. Grossie par les pluies d'automne, la Seine avait fait tomber les barrages, et se ruait vers la mer comme une bête échappée.

6. *Né tout près de là*. Change this into a relative clause.

7. *où s'était passée son enfance*. Parse each of the first four words.

8. *Aussi s'était-il toujours dit*. Explain the grammatical peculiarities of this clause. Put *elle* for *il* and make any other changes you think this substitution requires.

9. *Depuis le temps qu'il naviguait*. Translate: "How long have you been going to the college?"

10. Give the first person, singular and plural, of the Present and the Preterite Definite Indicative and of the Present Subjunctive of the following verbs : *effaçât, avait paru, s'était-il dit, paraissait, faisait.*

C.

Translate :

“ Bonjour, vieux ! dit Tautin, en tendant la main à Pigault. Quel bon vent t'amène ?

— Un service que je viens te demander.

— Merci ! c'est fait ! mais parle vite ! tu vois que nous n'allons pas coucher ici !

— Je viens te demander un passage.

— Pour toi ?

— Non, pour un ami.

— Tu sais où nous allons ?

— Au Sénégal, m'a-t-on dit ?

— Juste ! c'est là que veut se rendre ton monsieur ?

— Oui . . . c'est-à-dire non !

— Eh bien ! il ne tient pas précisément à faire un aussi long voyage . . . mais il faut qu'il le fasse.

— Ah ! je comprends ! c'est un indiscipliné, à qui l'on ménage un tour du monde . . . de correction.

— Non ! reprit vivement Jean Pigault, c'est au contraire un très bon enfant. Mais il est la cause de grandes divisions dans la famille.

— Entre le père et la mère ?

— Pas précisément, mais entre le mari et la femme et on le sacrifie pour avoir la paix !

* * * *

— On ne peut rien lui apprendre.

Et personne ne veut comprendre que l'élève Maugendre a appris à lire en plein bois, par dessus l'épaule de Clara, et que ce n'est pas la même chose que d'étudier la géométrie, sous la férule d'un pion hirsute.

Voilà pourquoi l'élève Maugendre dégringole de l'étude des moyens dans l'étude des petits.

C'est qu'il y a une singulière différence entre les leçons du Magister de Corbigny et celles de MM. les professeurs du collège de Nevers.

Toute la distance qui sépare un enseignement en bonnet de peau de lapin, d'un enseignement en toque d'hermine.

Le père Maugendre se désespère.

Il lui semble que le forestier en bicornes s'éloigne à grandes enjambées.

11. *Vieux* (l. 1). Give the French of *an old tree, an old woman*.
12. *Un service que je viens te demander*. Re-write, substituting *ton frère* for *te* and changing *je viens* to the present perfect.
13. *pour un ami* (l. 8). Translate : *For an old friend of mine*.
14. *l'élève a appris*. Translate : The lessons which Clara has learned.
15. Give the first person singular of the Imperfect, the Preterite Definite and the Future Indicative, also the first and second persons plural of the Present Subjunctive of the following verbs :
t'amène, tu sais, comprendre, veut, lire.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

FRENCH AUTHORS.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners : { M. S. CLARK, B.A.
JOHN PETCH, M.A.
JOHN SQUAIR, B.A.

NOTE.—*Candidates will take section A, and either section B or C.*

A.

Translate :

Il faut vous laisser enfermer, vos compagnons et vous, jusqu' au moment où je jugerai convenable de vous rendre la liberté.

—Vous êtes le maître, lui répondis-je, en le regardant fixement. Mais puis-je vous adresser une question ?

—Aucune, Monsieur.

Sur ce mot, je n'avais pas à discuter, mais à obéir, puisque toute résistance eût été impossible. Je descendis à la cabine qu' occupaient Ned Land et Conseil, et je leur fis part de la détermination du capitaine. Je laisse à penser comment cette communication fut reçue par le Canadien. D' ailleurs, le temps manqua à toute explication. Quatre hommes de l' équipage attendaient à la porte, et ils nous conduisirent à cette cellule où nous avons passé notre première nuit à bord du *Nautilus*.

Ned Land voulut réclamer, mais la porte se ferma sur lui pour toute réponse.

“ Monsieur me dira-t-il ce que cela signifie ? ” me demanda Conseil.

Je racontai à mes compagnons ce qui s' était passé. Ils furent aussi étonnés que moi, mais aussi peu avancés.

1. *laisser enfermer.* Translate : *Il faut vous faire enfermer*
(OVER.)

2. *jusqu' au moment où, eût été, je leur fis part, vous rendre la liberté, ce que cela signifie.* Give an equivalent French expression for each of these.

3. *Aucune, Monsieur.* Supply the ellipsis in full.

4. *Je descendis à la cabine.* Translate : My companions (f.) have gone down to the cabin.

5. *à cette cellule où nous avons passé, etc.* Give an equivalent French expression for *où*. Re-write the whole expression, substituting *occupé* for *passé*.

6. *ils nous conduisirent, la porte se ferma.* Change each of these into the Present Perfect tense.

B.

Translate :

CABOUSSAT, *mettant la lettre dans sa poche.*—De quel diable de défaut a-t-il voulu me parler ? (*Blanche paraît habillée.*) Tiens ! tu as fait toilette ? . . . tu vas sortir ?

BLANCHE, *revenant par le premier plan à droite.*—Oui, je dois, depuis longtemps, une visite à notre voisine, madame de Vercelles . . . C'est une famille très-influente et très-portée pour ton élection . . . je prendrai la voiture.

CABOUSSAT.—Un mot seulement . . . Blanche, as-tu quelquefois songé à te marier ?

BLANCHE, *sournoisement.*—Moi ? . . . jamais, papa !

CABOUSSAT.—Enfin, s'il se présentait un parti honorable . . un bon jeune homme . . . affectueux, rangé . . . jamais de liqueurs . . . excepté dans son café . . .

BLANCHE, *à part.*—Monsieur Edmond !

CABOUSSAT.—Éprouverais-tu quelque répugnance ?

BLANCHE, *vivement.*—Oh ! non ! . . . c'est-à-dire . . . je ferai tout ce que tu voudras.

* * * *

La vieille Lisbeth était venue voir ; son menton tremblait elle, n'osait approcher, et je l'entendais qui récitait l' *Ave Maria* tout bas. Sa frayeur me gagnait lorsque l'oncle s'écria :

"Lisbeth, à quoi penses-tu donc ? Au nom d'i ciel, es-tu folle ? Cette femme n'est-elle pas comme toutes les femmes, et ne m'as-tu pas aidé cent fois dans mes opérations ? Allons, allons . . . maintenant la folie reprend le dessus. Va . . . chauffe de l'eau ; c'est tout ce que je puis espérer de toi."

Le chien s'était assis devant l'alcôve, et regardait, à travers ses poils frisés, la femme étendue sur le lit, immobile et pâle comme une morte.

"Fritzel, me dit l'oncle, ferme les volets, nous aurons moins d'air. Et vous, Koffel, faites du feu dans le fourneau, car d'obtenir quelque chose maintenant de Lisbeth, il n'y faut pas penser. Ah! si parmi tant de misères nous avions encore le bon esprit de rester un peu calmes! Mais il faut que tout s'en mêle : quand le diable est en route, on ne sait plus où il s'arrêtera."

Ainsi parla l'oncle d'un air désolé. Je courus fermer les volets, et j'entendis qu'il les accrochait à l'intérieur. En regardant vers la fontaine, je vis que deux nouvelles charettes de morts portaient. Je rentrai tout grelottant.

7. *a-t-il voulu me parler.* What is the force of this tense here?

8. *Moi? . . . jamais, papa!* Supply the ellipsis.

9. *Elle n'osait approcher.* Give a list of verbs with which *pas* is usually omitted.

10. *Et je l'entendis qui récitait.* Express otherwise.

11. *à quoi penses-tu donc?* Translate: Think of me, old fellow; also, The lady of whose boy I was thinking.

12. Give the participles, and the 3rd Person Singular of the simple tenses of the Indicative and of the Subjunctive Mood of any *three* of the following verbs: *voir, s'était assis, obtenir, il faut, ferai, voudras.*

C.

Translate :

CABOUSSAT, *à part.*—Décidément ce jeune homme-là ne nous convient pas du tout.... D'abord, il a un défaut... Je ne sais pas lequel.... mais c'est presque un vice.

BLANCHE.—Eh bien, papa.... et cette communication?

CABOUSSAT.—Voilà ce que c'est.... une bêtise.... un enfantillage.... Poitrinas ne s'est-il pas mis dans la tête de te marier à son fils Edmond....

BLANCHE.—Ah! vraiment?

CABOUSSAT.—Tu ne le connais pas.... je vais te le dépeindre.... Ce n'est pas un mauvais sujet.... mais il est chauve, myope, petit, commun... avec un gros ventre...

BLANCHE.—Mais papa....

CABOUSSAT.—Ce n'est pas pour t'influencer.... car tu es parfaitement libre.... De plus, il lui manque trois dents.... par devant.

BLANCHE.—Oh ! par exemple !

CABOUSSAT.—De plus . . . il a un défaut . . . un défaut énorme . . . qui est presque un vice . . .

BLANCHE, *effrayée*.—Un vice, monsieur Edmond !

* * * *

Puis le mauser s'éloigna, serrant de nouveau la main de l'oncle ; on le voyait comme en plein jour marcher dans la rue déserte. Enfin il disparut au coin de la ruelle des Orties, et, le froid étant très vif, nous rentrâmes tous en nous souhaitant le bonsoir.

L'oncle, sur le seuil de ma chambre, m'embrassa et me dit d'une voix étrange, en me serrant sur son cœur ;

"Fritzel . . . travaille . . . travaille . . . et conduis-toi bien, cher enfant !"

Il entra chez lui tout ému.

Moi, je ne pensais qu'au bonheur de garder Scipio. Une fois dans ma chambre, je le fis coucher à mes pieds, entre le chaud duvet et le bois de lit ; il se tenait là tranquille, la tête entre les pattes ; je sentais ses flancs se dilater doucement à chaque respiration, et je n'aurais pas changé mon sort contre celui de l'empereur d'Allemagne.

Jusque passé dix heures, il me fut impossible de dormir, en songeant à ma félicité. L'oncle allait et venait chez lui ; je l'entendis ouvrir son secrétaire, puis faire du feu dans le poêle de sa chambre pour la première fois de l'hiver ; je pensai qu'il avait l'idée de veiller, et je finis par m'endormir profondément.

13. *Je ne sais pas lequel.* Show by short sentences the various uses of *lequel*.

14. *de te marier à son fils Edmond.* Translate : Blanche is not going to marry his son Edmond.

15. *serrant de nouveau la main de l'oncle.* Translate : The Mauser and uncle are shaking hands.

16. *en me serrant sur son coeur.* Why not *le coeur*. Translate : Uncle kissed me on the forehead.

17. *pas changé mon sort.* Translate : Do you believe that I have traded dogs with Jack ?

18. Write the Participles, and the 3rd Person Singular of the simple tenses of the Indicative and of the Subjunctive Mood of any *three* of the following verbs :

disparut, conduis-toi, je sentais, ouvrir, je sais, dépendre.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

GERMAN GRAMMAR AND COMPOSITION.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: { M. S. CLARK, B.A.
JOHN PETCH, M.A.
JOHN SQUAIR, B.A.

NOTE.—Candidates will take the first six questions, and two of the others.

1. Decline throughout, the German equivalents of the following :

- (a) Such a man ;
- (b) The poor woman ;
- (c) Our largest house ;
- (d) Poor old dog ;
- (e) I poor boy.

2. Give, with the definite article before each, the nominative singular and plural of ten of the following : *Thor, Regen, Antwort, Butter, Abend, Geschichte, Heer, Zeit, Band, Hand, Wunder, Name, Herz, Auge.*

3. Write out :

- (a) The singular of the present indicative active of *essen, müssen, lassen, helfen, wissen* ;
- (b) The 2nd person singular of the imperative, and of the imperfect subjunctive of—*stehen, helfen, kommen, einladen, setzen.*

4. Give German for—(a) in order that, (b) as soon as, (c) not only.....but also, (d) in this manner, (e) a month ago, (f) for your sake, (g) along the shore, (h) for Mary's sake, (i) I have been permitted to sing, (j) He ought to have come, (k) He would have become, (l) She will have been praised, (m) We could not have remained, (n) I shall have to ride. (o) My watch has stopped.

(OVER.)

5. Translate :

- (a) I know one of the gentlemen at the door, but I cannot remember his name.
- (b) Yonder is the river ; on this side stands my house, on that side, his.
- (c) If anything else is needed the good lady herself should be applied to.
- (d) Had you gone away without his seeing you he would have been very sorry.
- (e) Whose is the book you are speaking of? It is your brother's.

6. Translate :

- (a) When is the coldest weather in this country?
- (b) I had already put on my hat and was just on the point of going out.
- (c) You should never forget to thank those who help you.
- (d) It is better to say nothing when one doesn't know what to say.
- (e) Our teacher insists on our writing a German exercise every day.

7. Translate any six of the following :

- (a) I saw him going to school.
- (b) In riding to the country we met him walking to town.
- (c) He came running to me showing me his hand.
- (d) It is pleasant driving and conversing with a friend.
- (e) The man sitting looking out of the window.
- (f) People rely on his getting it.
- (g) In helping others we find the pleasure of doing good.
- (h) Forgiving and loving is more noble than hating.
- (i) Reading the writing is more fatiguing than amusing.
- (j) Are you thinking of going to college in the fall?

8. Write at least forty words in German on either of the following subjects :

- (a) What I shall do during the summer.
- (b) The last story I read.

9. Translate : When the master came home for the first time from the morning walk the day seemed to him very long, which had seemed to him so short before, when he used to sleep late.

10. Translate : Six times in the last fourteen days I have climbed at night over the wall and waded through the moat close to your gate, and nobody perceived me.

11. Translate : But Doctor Müller concluded very gravely with these words : Whoever approaches princes, him the people stamp at once as a man of influence, do what he will.

12. Translate: I have been told there are in this town two books, a red one and a black one ; in the red book the adherents of the new order enter their names, in the black one its opponents have to inscribe theirs.

13. Show how words are formed in German, giving one example with each of the following suffixes, and writing the examples on the following model :

Frucht, fruit ; *fruchtbar*, fruitful :

-tum, *-ling*, *-icht*, *-eln*, *-en*, *-haft*, *-ung*, *-lei*, *-ieren*, *-ei*.

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GERMAN AUTHORS.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: (M. S. CLARK, B.A.
JOHN PETCH, M.A.
JOHN SQUAIR, B.A.)

NOTE. — Candidates will take section A, and either section B or section C.

A.

Translate :

Einſt (es war kurz nach meiner Verheirathung) bezielte meine Frau Luſt auf die Jagd zu gehen. Ich ritt voran, um etwas aufzuſuchen, und es dauerte nicht lange, ſo ſtand mein Hund vor einer Kette von einigen Hundert Hühnern. Ich warie immer und immer auf meine Frau, die mit meinem Lieutenant und einem Reitnechte gleich nach mir weggeritten war; Niemand aber war zu ſehen noch zu hören. Endlich werde ich unruhig, lehre um, und ungefähr auf der Hälfte des Weges höre ich ein äußerſt klägliches¹ Winſeln². Es ſchien mir ziemlich nahe zu ſein, und doch war weit und breit keine lebendige Seele zu erblicken.

Ich ſtieg ab, legte mein Ohr auf den Boden, und nun hörte ich nicht nur, daß dieſes Jammern³ unter der Erde war, ſondern erkannte auch ganz deutlich die Stimme meiner Frau, meines Lieutenants und meines Reitnechts. Zugleich ſah ich auch, daß nicht weit von mir die Oeffnung einer Steinköhlergrube war, und es blieb mir nun leider kein Zweifel mehr, daß mein armes Weib und ihre Begleiter da hineingeſtürzt⁴ waren.

¹ From *klagen*, to lament.

² moaning.

³ piteous cry.

⁴ from *stürzen*, to fall.

1. Give the rules for the position in the sentence of such words as *voran*, *um*, and *ab*.

2. Decline in the Singular and Plural, with the definite article prefixed, *Ohr* and *Weib*; also decline *Niemand*.

3. Compare *kurz*, *nahe*, *armes*.

(OVER.)

4. Give the 3rd Person Singular of the Present Indicative, and the 2nd Person Singular of the Imperative, of *ritt, sehen, stieg, sah, erkannte*.

5. Give the 1st Person Singular of the Present Perfect Indicative Active of *werde, gehen, warte, stieg ab, blieb*.

B.

Translate:

Viel Unrechtes that Gerhart: Michwin nicht, er that nur auch nichts Rechtes. Jedem Einfall, jeder Laune des Augenblickes gab er sich hin; diese Einfälle aber fielen, seltsam genug, niemals auf die Arbeit, welche im Augenblick zu vollführen dringend Noth war. Wenn es galt, in der Weberei nachzusehen, dann hatte er die größte Lust, auszureiten, und wenn er aussitzen sollte zu einem Ritt nach den benachbarten Grafenschloßern in Weiburg, Dillenburg oder Braunfels, wo oft bedeutende Geschäfte abzuschließen waren, dann dächte es ihm wunderschön bei den Webstühlen. Standen Käufer im Waarenlager, dann schaute Meister Michwin wohl durch's Fenster seinen bösen Duden zu, sann wie er ihrer Unart doch auch einmal wehren wolle, vergaß aber darüber geraume Zeit die Kunden und redete sie zuletzt mit grimmiger väterlicher Strenge an und fuhr mit der Elle ins Zeug, als wolle er die Käufer statt der Duden prügeln.

„Mein lieber Doktor Müller! Er muß sich nicht einbilden, daß ich Ihn wegen Seiner ärztlichen Kunst zu meinem Leibmedicus ernannt habe. Ich weiß, daß Er auf Universitäten nichts gelernt hat. Allein die Doktoren sind alleammt Charlatans, und wer, gleich Ihm, keine Praxis kriegt, der turt wenigstens Niemanden zu Tode, und ist also fast in seiner Art der Beste. Weil Er Mutterwitz und Bescheidenheit hat, darum soll Er mein Leibarzt sein, nicht wegen Seiner Wissenschaft, um welche ich mich den Teufel kümmere. Ich lasse die Natur walten, als den größten Arzt, und Er soll mir nicht drein reden. Es ist altherkömmlich an unserm Hofe, daß der Leibmedicus jeden Morgen präcis 8 Uhr im Kabinette des Fürsten erscheint, und da ich nach altem Brauch nun wieder einen Leibmedicus habe, so will ich Ihn auch jeden Morgen zur rechten Stunde vor mir sehen. Im Uebrigen kümmere Er sich nicht um meine Gesundheit und schweige Er bis ich Ihn frage. Sei Er klug, stille und bescheiden, mein lieber Doktor, und Er kann Sein Glück machen.“

6. Explain the grammatical relation of the clauses:

- (a) *Wenn es galt in der Weberei nachzusehen.*
- (b) *Standen Käufer im Waarenlager.*

7. *Wer, gleich Ihm, keine Praxis kriegt.* (a) What is *wer* here? (b) What could be substituted for it? (c) How is *wer* more commonly used? (d) If it were so used in the above clause, what would be the arrangement of words?

8. Give, with the def. article preceding the Nom. and Gen. Sing. and Plur. of any five of the following nouns: -

Kunst, Universitäten, Doktor, Leibarzt, Wissenschaft, Hofe, Kabinette, Fürsten, Brauch, Augenblick, Grafenschlössern, Kunden.

9. Give (a) Mood and Tense, (b) principal parts, and (c) the 3rd Sing. Pres. Indic. Act. of any five of the following verbs: *that, galt, standen, sann, fuhr, vergass, abzuschliessen, erscheint, sehen, schweige.*

C.

Translate:

Da webte und wimmelte es nun auf einmal in dem Städtchen wie in einem Ameisenhaufen, wenn ein Knabe mit dem Stock hineinstößt; denn die sonst so friedlichen Bürger fühlten wohl, was es heiße, als kriegsführende Macht auf die Bühne zu treten. In den Kramläden und Wertstätten war allgemeiner Feiertag, auf den Gassen dagegen, in den Schenken, im Zeughaus, im Rathhaus wie nicht minder im Rathskeller wogte Jung und Alt geschäftig durcheinander. Ein Jeglicher hatte Pläne, Warnungen und Prophezeiungen in der Tasche, Jeder wollte reden. Einige sogar hören, was Andere redeten, und vom Schusterjungen bis zum Bürgermeister erschienen Alle als geborene Heerführer und Staatsmänner, deren Gaben bisher nur verborgen geruht. Vorab aber galt es als das Zeichen eines wahren Patrioten, völlig zu vergessen, daß es noch irgend ein ander Ding in der Welt gebe als die drohende Fehde mit dem Dachs und seinen Spießgesellen.

* * * * *
Drauf der König greift nach dem Becher schnell,
In den Strudel ihn schleudert hinein:
„Und schaffst du den Becher mir wieder zur Stell',
So sollst du der trefflichste Ritter mir sein,
Und sollst sie als Ehgemahl heut' noch umarmen,
Die jetzt für dich bittet mit zartem Erbarmen.“

Da ergreift's ihm die Seele mit Himmelsgevalt,
Und es blüht aus den Augen ihm kühn,
Und er siehet erröten die schöne Gestalt,
Und sieht sie erbleichen und sinken hin;
Da treibt's ihn, den köstlichen Preis zu erwerben,
Und stürzt hinunter auf Leben und Sterben.

Wohl hört man die Brandung, wohl kehrt sie zurück,
Sie verkündigt der donnernde Schall;
Da bückt sich's hinunter mit liebendem Blick,
Es kommen, es kommen die Wasser all,
Sie rauschen herauf, sie rauschen nieder,
Den Jüngling bringt keines wieder.

10. *Wenn ein Knabe . . . hineinstößt* Give the force of *wenn* here. Omit *wenn* and then arrange as an independent clause.

11. *Mit dem Dachs.* What does *Dachs* usually mean? Tell how it comes to have its special meaning here.

12. Give, with the def. article preceding, the Nom. and the Gen. Sing. and Plur. of any *five* of the following nouns: *Ameisenhaufen, Kramläden, Pläne, Spiessgesellen, Stock, Werkstätten, Rathskeller, Patrioten, Augen.*

13. Give the Infinitive, the 3rd Sing. of the Pres. and Imperf. Indic. Active, and the perf. part. of any *five* of the following verbs: *fühlten, heisse, wollte, verborgen, galt, vergessen, gebe, sinken, treibt, erwerben, bringt, erbleichen.*

Education Department, Ontario.

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GERMAN AUTHORS.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: { M. S. CLARK, B.A.
JOHN PETCH, M.A.
JOHN SQUAIR, B.A.

NOTE.—*Candidates will take section A and either section B or C.*

A.

Translate:

Nach kurzer Zeit kam Basaroff zurück, setzte sich an den Tisch und begann Thee zu trinken, als ob er den ganzen Samowar (Theemaschine) leeren wollte. Die beiden Brüder sahen ihm schweigend zu und Artadi beobachtete Vater und Onkel mit verstoßenen Blicken.

„Sind Sie weit gegangen?“ fragte Altolai endlich.

„Bis zu dem Sumpf am Ende Ihres Eisenwäldchens. Ich habe fünf oder sechs Wasserschneppen aufgesagt. Du könntest sie schießen, Artadi.“

„Sie sind wohl kein Jäger?“

„Nein.“

„Sie beschäftigen sich vorzugsweise mit Physik?“ fragte Paul.

„Ja, überhaupt mit Naturwissenschaften.“

„In der letzten Zeit sollen die Germanen in diesen Wissenschaften große Fortschritte gemacht haben?“

„Kerdingo! Auf diesem Gebiet sind die Deutschen unsre Lehrmeister,“ gab Basaroff nachlässig zur Antwort.

* * * * *

Die von dem Parlamente erlassene Navigations-Acte, wonach „bei Strafe der Confiscation von Schiff und Ladung Auswärtige fortan keine andern Waaren als selbst erzeugte auf eigenen Schiffen nach England bringen dürften,“ versetzte dem Holländischen Zwischenhandel einen furchtbaren Schlag. Als die geforderte Zurücknahme verweigert wurde, brach der Krieg aus, den Cromwell eben so sehr wünschte, als ihn die Generalstaaten gern vermieden hätten.

(OVER.)

1. *Setzte sich an den Tisch.* Translate: He is sitting at the table. At table he is always merry.

2. *Sie sind wohl kein Jäger.* Give the force of *wohl* here. Give with examples other uses of this word.

3. Translate: I am not an Englishman but a genuine Prussian.

4. *Wonach bei Strafe . . .* Give the phrase for which *wonach* stands here. When must such forms as *wonach* be used?

5. *Wonach bei Strafe . . . den Cromwell eben so sehr wünschte.* According to what rule are these relative clauses constructed with reference to their respective antecedents?

6. Give the 2nd Person Singular of the Imperative and the Imperfect Subjunctive of *began.* . . . *nken, schiessen, erlassen, brach.*

B.

Translate:

(a) *Ida* (klingelt).

Karl.

Eine Empfehlung an den Herrn Professor, und wir warten mit dem Kaffee auf ihn. (Karl ab.)

Oberst. Nun, das Warten war gerade nicht nöthig, wir haben ja getrunken.

Adelheid. Meine Ida noch nicht.

Ida. Still!

Adelheid. Warum hat er sich nur als Candidat aufstellen lassen? Er hat ohnedies Geschäfte genug.

Oberst. Alles Ehrgeiz, ihr Mädchen. In diesen jungen Herren steckt der Teufel des Ehrgeizes, er treibt sie, wie der Dampf die Locomotiven.

Ida. Nein, Vater, er hat dabei nicht an sich gedacht.

Oberst. Das stellt sich nicht so nackt dar: Ich will Carriere machen, oder: Ich will ein gefeierter Mann werden. Das geht feiner zu. Da kommen die guten Freunde und sagen: Es ist Pflicht gegen die gute Sache, daß du—es ist ein Verbrechen gegen dein Vaterland, wenn du nicht—dir ist es ein Opfer, aber wir fordern es;—und so wird der Eitelkeit ein hübscher Mantel umgehangen und der Wahlcandidat springt hervor, natürlich aus reinem Patriotismus. Lehrt einen alten Soldaten nicht die Welt kennen. Wir, liebe Adelheid, sitzen ruhig und lachen über diese Schwächen.

Adelheid. Und ertragen sie mit Nachsicht, wenn wir ein so gütiges Herz haben wie Sie.

Oberst. Ja, Erfahrung macht klug.

(b) So grosse Ursachen aber die Stadt Antwerpen hatte, die Spanier aus ihren Mauern entfernt zu halten, so wichtige Gründe hatte der spanische Feldherr, sich derselben, um

welchen Preis es auch sei, zu bemächtigen. An dem Besitze dieser Stadt hing gewissermassen der Besitz des ganzen Brabantischen Landes, welches sich grösstentheils durch diesen Kanal mit Getreide aus Seeland versorgte, und durch Einnahme derselben versicherte man sich zugleich die Herrschaft der Schelde. Dem Brabantischen Bunde, der in dieser Stadt seine Versammlungen hielt, wurde mit derselben seine wichtigste Stütze entzogen, der gefährliche Einfluss ihres Beispiels, ihrer Rathschläge, ihres Geldes auf die ganze Partei gehemmt, und in den Schätzen ihrer Bewohner den Kriegsbedürfnissen des Königs eine reiche Hilfsquelle aufgethan.

7. Write explanatory notes on the underlined parts of (a).

8. *dass du*—(l. 15), *wenn du nicht*—(l. 16). Supply the ellipsis in either of these cases.

9. *Warum hat er sich nur . . . aufstellen lassen?* Write this as a clause dependent on the German of "I should like to know."

10. Name the chief uses of the Imperfect Indicative in German, and indicate any examples of such use that may occur in the above passages.

11. Account clearly for the position of Subject, Verb, and Direct Object in each of the clauses of the sentence beginning, *So grosse Ursachen aber die Stadt*, etc.

12. Write the 3rd Singular of the Present Indicative and the Imperfect Subjunctive and the 2nd Singular Imperative Active of *getrunken, kommen, halten, entzogen, stand*.

C.

Translate :

(a) Karl. Werden der Herr Oberst heut nicht anreiten?

Oberst. Nein! in den Stall mit dem Pferde!

Karl. Zu Befehl, Herr Oberst.

(Ab.)

Oberst (klingelt, Karl wieder an der Thür). Ist das Fräulein zu sprechen?

Karl. Sie ist in ihrem Zimmer, der Herr Justizrath ist bereits seit einer Stunde bei ihr.

Oberst. Wie? am frühen Morgen?

Karl. Hier ist sie selbst. (Ab, nachdem Adelheid eingetreten.)

Adelheid, Korb (aus der Thür rechts).

Adelheid (zu Korb). Sie bleiben wohl in der Nähe der Gartenthür, und wenn der bewußte junge Herr kommt, dann führen Sie ihn zu uns. (Korb ab.) Guten Morgen, Herr Oberst! (an ihn tretend und ihn heiter ansehend.) Wie ist das Wetter heut?

Oberst. Grau, Mädchen, grau und stürmisch! Neger und Grau sausen in meinem Kopf herum, daß er mir herspringen möchte. Wie geht es der Kleinen?

(b) Aber welch ein Anblick, als man jetzt wieder zu sich selber kam! Von dem Schlage des entzündeten Vulkans war die Schelde bis in ihre untersten Tiefen gespalten und mit mauerhoher Fluth über den Damm, der sie umgab, hinaus getrieben worden, so dass alle Festungswerke am Ufer mehrere Schuh hoch im Wasser standen. Drei Meilen im Umkreis schütterte die Erde. Beinahe das ganze linke Gerüste, an welchem das Brandschiff sich angehängt hatte, war nebst einem Theil der Schiffbrücke auseinander gesprengt, zerschmettert, und mit allem, was sich darauf befand, mit allen Mastbäumen, Kanonen und Menschen in die Luft geführt worden. Selbst die ungeheuern Steinmassen, welche die Mine bedeckten, hatte die Gewalt des Vulkans in die benachbarten Felder geschleudert, so dass man nachher mehrere davon, tausend Schritte weit von der Brücke, aus dem Boden herausgrub. Sechs Schiffe waren verbrannt, mehrere in Stücken gegangen. Aber schrecklicher als alles dies war die Niederlage, welche das mörderische Werkzeug unter den Menschen anrichtete. Fünfhundert, nach andern Berichten sogar achthundert Menschen wurden das Opfer seiner Wuth.

13. Write grammatical notes on the underlined phrases of

(a).

14. *Ist das Fräulein zu sprechen?* Translate: *Heute ist der Karl nicht gut zu sprechen.*

15. Write down in full and parse the verb phrase in each of the principal clauses of the sentence beginning *Von dem Schlage des entzündeten Vulkans* ... Parse also *Waren verbrannt*.

16. *Angehängt, gesprengt, bedeckten.* Give the present infinitive of each; also derive these infinitives and show the change of meaning that has taken place in each case.

17. What two tenses are used throughout the extract (b)? Explain clearly what each denotes.

18. Write down the 3rd Singular of the Present, the Imperfect, and the Present Perfect Indicative Act. of *ausreiten, bleiben, eingetreten, gespalten, gegangen.*

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NOTE.—Candidates will take the first eight questions and one of the others.

1. Mark the syllable that has the principal accent in each of the following :

Familie, anderthalb, aufstehen, Exemplar, Friedrichstrasse, Geschäftsangelegenheit, Wahrscheinlichkeit, Unwahrscheinlich, nachdem [conj.], Buchdruckerei.

2. Give the meaning and the principal parts of :

unterrichten, unterrichten, erfinden, ausfinden, bitten, bieten, vollgiessen, vollenden, überlegen, überliegen.

3. Give the German equivalents of :—(a) It is we, (b) something good, (c) a quarter to one, (d) most of the students, (e) good bye, (f) so much the less, (g) a regiment of a thousand men, (h) any one and every one, (i) have you ever . . . ? Yes always, (j) anywhere and everywhere.

4. Give a short example in German to show the use of each of the following, and translate each example into English :—*wer, einerlei, was für, dritthalb, auf's beste, alles* (meaning persons), *am besten, doch, binnen, vermöge.*

[OVER]

5. Translate each of the following sentences with each of the pronouns *du, ihr, Sie, man*, for subject :

- (a) You think only of yourself and your own good.
- (b) Will you who are so rich not help your friends?

6. Write out the gen. and dat. singular and plural, of:

- (a) the 3rd personal pronouns,
- (b) the def. article,
- (c) *der, die, das*, as demonstrative pronouns,
- (d) *der, die, das*, as relative pronouns.

7. (a) For what pronoun forms do we use substitutes?

- (b) What are the substitutes in each case?
- (c) When are these substitutes used?

8. Translate :

- (a) If I had been there when the steamer arrived, we should have gone to Germany together.
- (b) They must have seen us, for we did not start home till a quarter to five.
- (c) There are six of them, all strong and well. They ought to work instead of begging.
- (d) They would not work while they could; now, they could not do so if they would.
- (e) Be there at the hour, a week from to-day remember. Let nothing prevent but impossibility.

9. Translate :

"A man who would have friends must show himself friendly. A man stopped at an inn over night. He had just left a town where he had been staying several years. The landlord asked him why he left the place. He replied, 'Because my neighbors were so disagreeable and disobliging there was no living with them.' The landlord replied, 'You will find just such neighbors where you are going.' The next night another traveller happened to come from the same place. He told the landlord he was obliged to leave the place where he was living, and that it cost him great pain to part with his neighbors, who had been so kind and obliging. The landlord encouraged him by telling him that he would find just such neighbors where he was going."

10. Translate :

"Here are a thousand dollars," the father had said on the morning Joe went away. "You want to leave us, so go!

This is all the help you can expect from me. If you lose it, you must shift for yourself. If you succeed, I shall look for you to pay it back. I wish you success, but I don't expect it."

"I have thought, Jared, that if father would help me a little, now when I don't deserve it, I could feel better toward him, and we could be as father and son should be. I should know that he thought something of me. But I can't expect it, and I'm not going to ask you what he said, for fear he has been hard on me, and to save you the pain of telling me."

11. Write in German, not less than a hundred words, on one of the following subjects :

- (a) "Spring in Canada."
- (b) "Summer in Canada."
- (c) "Autumn in the country."

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ENGLISH COMPOSITION.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners : { W. J. ALEXANDER, Ph.D.
T. C. L. ALMSTRONG, M.A., LL.B.
JOHN E. BRYANT, M.A.

Write an essay on any one, *but on one only*, of the following subjects :

- (a) The Social Condition of England in the time of Richard I. as represented in "Ivanhoe."
- (b) The character of Richard I. as represented in "Ivanhoe" and its variations from the Richard of History.
- (c) Chivalry and the customs connected therewith.
- (d) The Newspaper in Modern Life.
- (e) City and Country Life Compared.
- (f) The Trial of Warren Hastings.

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ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ENGLISH COMPOSITION.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: { W. J. ALEXANDER, PH.D.
T. C. L. ARMSTRONG, M.A., LL.B.
JOHN E. BRYANT, M.A.

Write an essay on any one, *but on one only*, of the subjects suggested in the following :

(a) "Westward the course of empire takes its way."

(b) "For woman is not undevelop't man,
But diverse : could we make her as the man,
Sweet Love were slain : his dearest bond is this,
Not like to like, but like in difference,
Yet in the long years liker they must grow ;
The man be more of woman, she of man ;
He gain in sweetness and in moral height,
Nor lose the wrestling thews that throw the world ;
She mental breadth, nor fail in childward care,
Nor lose the childlike in the larger mind ;
Till at the last she set herself to man,
Like perfect music unto noble words."

(c) Narrate the imaginary life and adventures of Prospero and Miranda from the time of their being sent adrift in the boat until the time of the opening of *The Tempest*.

(d) Write in detail a story on which the following poem might have been based :

' Why weep ye by the tide, ladie ?
Why weep ye by the tide ?
I'll wed ye to my youngest son,
And ye shall be his bride :
And ye shall be his bride, ladie,
Sae comely to be seen'—
But aye she loot the tears down fa'
For Jock of Hazledean.

(OVER.)

' Now let this wilfu' grief be done,
And dry that cheek so pale ;
Young Frank is chief of Errington
And lord of Langley-dale ;
His step is first in peaceful ha'
His sword in battle keen'—
But aye she loot the tears down fa'
For Jock of Hazledean.

' A chain of gold ye shall not lack,
Nor braid to bind your hair.
Nor mettled hound, nor managed hawk,
Nor palfry fresh and fair ;
And you the foremost o' them a'
Shall ride our forest-queen'—
But aye she loot the tear down fa'
For Jock of Hazledean.

The kirk was deck'd at morning tide,
The tapers glimmer'd fair ;
The priest and bridegroom wait the bride,
The dame and knight are there :
They sought her baith by bower and lea' ;
The ladie was not seen !
She 's o'er the border and awa'
Wi Jock of Hazledean.'

Education Department, Ontario

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ENGLISH GRAMMAR AND RHETORIC.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: { W. J. ALEXANDER, Ph.D.
T. C. L. ARMSTRONG, M.A., LL.B.
J. E. BRYANT, M.A.

NOTE.—All candidates will take section A. Candidates for the Junior Leaving Examination will take any one question of section B, and candidates for Junior Matriculation any one question of section C.

A.

This delusive *itch* for slander, too common in all ranks of people, whether to gratify a little ungenerous resentment; whether oftener out of a principle of levelling, from a narrowness and poverty of soul, ever impatient of merit and superiority in others; whether from a mean ambition, or the insatiate lust of being witty (a talent in which ill-nature and malice are no ingredients);—or lastly, whether from a natural cruelty of disposition, abstracted from all views and considerations of self;—to which one, or whether to all jointly, we are indebted for this contagious malady, thus much is certain, from whatever seeds it springs, the growth and progress of it are as destructive to, as they are unbecoming, a civilized people. To pass a hard and ill-natured reflection upon an undesigning action; to invent, or which is equally bad, to propagate, a vexatious report without colour and grounds;—to plunder an innocent man of his character and good name, a jewel which perhaps he has starved himself to purchase and probably would hazard his life to secure;—to rob him at the same time of his happiness and peace of mind, perhaps his bread:—the bread, *may be*, of a virtuous family; and all this, as Solomon says of the madman who casteth firebrands, arrows, and death, and saith, “Am I not in sport?” all this out of wantonness, and oftener from worse motives,—the whole appears such a complication of badness as requires no words or warmth of fancy to aggravate.—Pride, treach-
(OVER.)

ery, envy, hypocrisy, malice, cruelty and self-love may have been said, in one shape or other, to have occasioned all the frauds and mischiefs that ever happened in the world; but the chances against a coincidence of them all in one person are so many, that one would have supposed the character of a common slanderer as rare and difficult a production in nature as that of a great genius, which seldom happens above once in an age. 25 30

1. (a) Write a grammatical analysis of the first sentence :—This delusive..... civilized people.

(b) Parse the words in italics throughout the extract.

(c) ill-nature, self-love.—Why not illnature and selflove? Classify self-love and selfishness as to word formation. Compare the methods of word formation to which they respectively belong as to origin and priority, stages of development and extent of usage in the language.

2. Criticise briefly each sentence in the paragraph as to the order of words and terms, clearness and strength, shewing the effect of the rhetorical expedients employed.

3. Discuss the propriety of each of the following phrases as used in the extract :—

Delusive itch for slander, too common, are no ingredients (ll. 1-6), we are indebted (l. 9), contagious malady (l. 9), undesigning action (ll. 12-13), reports without colour and grounds (l. 14), plunder of his character (ll. 14-15), to purchase (l. 16), out of wantonness or worse motives (ll. 21-22), to aggravate (l. 23), in one shape or other (l. 25), that ever happened (l. 26), the coincidence (l. 27).

4. Correct or justify the following expressions as used in the extract, with reasons :

From a natural cruelty (l. 7), thus much (l. 9), which perhaps he has starved himself... and probably would hazard his life (ll. 16-17), at the same time (l. 17), may have been said (ll. 24-25), production in nature (l. 29), perhaps his bread (l. 18), which seldom happens above once in an age (l. 30).

5. Of the following words taken from the extract

(a) Trace any ten to their sources.

(b) Select any five that survive from old beliefs and customs, explaining each.

(c) Give other existing forms of any five, accounting in general terms for the different forms and meanings of such words :
Delusive, slander, rank, ungenerous, resentment, ill-nature, ambition, witty, talent, consideration, reflection, undesigning, propagate, innocent, jewel, starve, secure, whole, virtuous, sport, person, chance, genius.

B.

6. Discriminate the following pairs of words, and use each word in a phrase in which the other could not be used :

Ranks, classes ; resentment, animosity ; merit, worth ; insatiate, insatiable ; talent, genius ; ingredient, component ; malady, disease ; invent, discover ; vexatious, annoying ; plunder, rob ; hazard, risk ; complication, combination.

7. (a) Discuss the use of each of the three degrees of adjectives in forming comparisons.

(b) Correct or justify each of the following :

- a. Of all the figures of speech none come so near painting as metaphor.
- b. He is not such an old man as you.
He is just such an old man as you.
- c. Of all others the vice of lying is the meanest.
- d. The lesser of two evils.
- e. The head boy is a better reader than any boy in the class.
- f. He is the best reader of any boy in the class.

C.

8. Discuss the propriety and the order of each member of the following pairs of terms as used in extract A.

Meanness and poverty, merit and superiority, ill-nature and malice, views and considerations, growth and progress, hard and ill-natured, colour and grounds, character and good name, happiness and peace of mind, words or warmth of fancy, frauds and mischiefs, rare and difficult.

9. State the principle of Syntax that is violated in each of the following, and make the necessary corrections :

- (a) Having failed in this attempt no further trial was made.
- (b) Nothing but grave and serious studies delight him.
- (c) Everything favored by good usage is not therefore to be retained.
- (d) No man hath a propensity to vice as such ; on the contrary a wicked deed disgusts him and makes him abhor the author.
- (e) Neither will they be persuaded though one rose from the dead.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ENGLISH GRAMMAR.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: (W. J. ALEXANDER, PH.D.
T. C. L. ARMSTRONG, M.A., LL.B.
JOHN E. BRYANT, M.A.)

NOTE.—*Candidates will take the first eight questions and any three of the last five.*

If history has ever furnished a lesson, how an unscrupulous tyrant, who has determined upon enlarging his own territories at the expense of his neighbors, upon suppressing human freedom wherever it dared to manifest itself, with fine phrases of religion and order forever in his mouth, on deceiving his friends and enemies alike, as to his nefarious and almost incredible designs by means of perpetual and colossal falsehoods; and if such lessons deserve to be pondered, as a source of instruction and guidance, for every age, then certainly the secret story of the negotiations by which the wise Queen of England was beguiled, and her Kingdom brought to the verge of ruin, in the spring of 1588, is worthy of serious attention.

1. Show in what respects this sentence is periodic.
2. Point out the chief syntactical error and suggest a correction.
3. In the following compare as to meaning and force the words of the text with the suggested expressions. If history has ever, (if ever, etc.); has furnished, (furnished); has determined, (determined, or was determined); his own territories, (his territories); it dared, (dare, dares, should dare); manifest itself, (assert itself); deserve to be pondered, (ought to be studied); the secret story, (the story of the secrets of); brought to the verge of ruin, (brink of ruin). (OVER.)

4. Criticise and paraphrase the following expressions, expanding each into a sentence where possible :

With fine phrases of religion and order forever in his mouth.

On deceiving his friends and enemies alike.

By means of perpetual and colossal falsehoods.

As a source of instruction and guidance for every age.

Is worthy of serious attention.

5. Criticise the whole sentence as to its expression of the author's meaning fully, clearly and forcibly. Rewrite it, beginning with the principal subject, rearranging and dividing it as you please,—making what improvements you think necessary.

———o———

6. (a) Explain the nature of the articles, show their origin and advantages, and give rules for their omission and repetition.

(b) Explain the peculiarity in each of the following :

The saint, the father and the husband prays.

He returned a sadder and a wiser man.

A great many men. Full many a gem.

The more the merrier.

7. Trace the history and show the various present uses of who, what, which and whether.

8. Account for our present methods of indicating the number and case of nouns, and give examples of redundancies and specializations in the old forms.

9. Show why the original meanings of the verbs, have, be, can, shall, will, may and do, led to their use as auxiliaries, and how their original meanings have been modified in such use.

10. Discuss the history, the comparative merits and the present tendency of flexion and symbolism in the English language.

11. (a) What principles are to be observed in the employment of figures of rhetoric? define and illustrate three that depend on similarity or comparison, and three that consist in emphatic repetition.

(b) Discuss the nature and requirements of rhyme, rhythm, metre and stanza.

(c) What are the merits of the iambic pentameter that have led to its prevalence in English literature?

(d) Scan and name the following lines :

"The flesh was a picture for painters to study,
The fat was so white and the lean was so ruddy."

"Leave the deer, leave the steer.

Leave nets and barges.

Come with your fighting gear,

Broadsword and targes."

12. Account for and correct what is obsolete in each of the following :

(a) They are they that testify of me,
There's two or three of us have seen strange sights.

(b) Let them take whether they will,
We testify that we do know.

(c) Ye would none of my reproof.
I learn song. I can but small grammar.

(d) The blind man said, Lord that I might receive my sight.

The serpent beguiled me and I did eat.

13. Write a note on the peculiarities of each of the following :

its, brethren, of John's, in our midst, another, foremost, than, nearer, proven, listen, could, went, had.

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ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ENGLISH POETICAL LITERATURE.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: { W. J. ALEXANDER, PH.D.
T. C. L. ARMSTRONG, M.A., LL.B.
JOHN E. BRYANT, M.A.

NOTE.—Candidates for the Junior Leaving Examination will take sections A and C. Candidates for Junior Matriculation will take sections A and B. Of the questions marked with asterisks, only ONE is to be answered.

A.

1. What are the merits and defects of *Evangeline* as a poem? Make your answer as definite as you can, and illustrate, as far as possible, by references to particular points or passages.

2. Tell in good literary form the story of *The Birds of Killingworth*, reproducing, as far as you can, the spirit of the original.

3. Explain the italicised words in the following passages, carefully giving, in the case of common nouns, the exact shade of meaning:

- (a) The wind seized the *gleeds*.
- (b) In the *bivouac* of life.
- (c) It glanced on flowing flag and rippling *pennon*.
- (d) No morning gun from the black fort's *embrasure*.
- (e) The right of *eminent domain*.
- (f) — he hears in his dreams
The *Ranz des Vaches* of old.
- (g) Softly the *Angelus* sounded.

[OVER.]

*4. Reproduce in your own words the sequence and development of thought in the poem entitled *Resignation*.

*5 Indicate in what poem and in what connection the following passages appear :

- (a) Nor deem the irrevocable past
As wholly wasted, wholly vain,
If rising on its wrecks, at last
To something nobler we attain.
- (b) Fame is the fragrance of heroic deeds,
Of flowers of chivalry and not of weeds.
- (c) Sorrow and silence are strong, and patient endurance is
godlike.
- (d) —the cares, that infest the day,
Shall fold their tents, like Arabs,
And as silently steal away.
- (e) Nothing useless is, or low;
Each thing in its place is best.

*6. Mark the scansion of the following passages, and discuss all variations from the regular metre :—

- (a) He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And makes his breast rejoice.
- (b) Robert of Sicily, brother of Pope Urbane
And Valmond, Emperor of Allemaine.
- (c) Mixed with the whoop of the crane, and the roar of the
grim alligator.
- (d) So in each pause of the song, with measured motion
the clock clicked.
- (e) All were subdued and low as the murmurs of love, and
the great sun—

B.

Beautiful was the night. Behind the black wall of the forest,
Tipping its summit with silver, arose the moon. On the river
Fell here and there through the branches a tremulous gleam of the
moonlight,
Like the sweet thoughts of love on a darkened and devious spirit.

Nearer and round about her, the manifold flowers of the garden 5
Poured out their souls in odours, that were their prayers and confes-
sions

Unto the night, as it went its way, like a silent Carthusian.
Fuller of fragrance than they, and as heavy with shadows and night-
dews,

Hung the heart of the maiden. The calm and the magical moonlight
Seemed to inundate her soul with indefinable longings, 10

As, through the garden gate, beneath the brown shade of the oak-trees,
Passed she along the path to the edge of the measureless prairie.

Silent it lay, with a silvery haze upon it, and fire-flies
Gleaming and floating away in mingled and infinite numbers.

Over her head the stars, the thoughts of God in the heavens, 15

Shone on the eyes of man, who had ceased to marvel and worship,

Save when a blazing comet was seen on the walls of that temple,

As if a hand had appeared and written upon them, "Upharsin,"

And the soul of the maiden, between the stars and the fire-flies,

Wandered alone, and she cried,—“O Gabriel! O my beloved! 20

Art thou so near unto me, and yet I cannot behold thee!

Art thou so near unto me, and yet thy voice does not reach me?

Ah! how often thy feet have trod this path to the prairie!

Ah! how often thine eyes have looked on the woodlands around me!

Ah! how often beneath this oak, returning from labours, 25

Thou hast lain down to rest, and to dream of me in thy slumbers!

When shall these eyes behold, these arms be folded about thee?"

Loud and sudden and near the note of a whip-poor-will sounded

Like a flute in the woods; and anon, through the neighboring thickets,

Farther and farther away it floated and dropped into silence. 30

"Patience!" whispered the oaks from oracular caverns of darkness;

And, from the moonlit meadow, a sigh responded, "To-morrow!"

7. What is the general idea set before the reader in this pas-
sage? Point out the relation of the thoughts, i.e. their relation
to the general idea or to one another.

8. Indicate concisely, with references to definite points and
passages, the chief merits of this passage.

C.

Old Yew, which graspest at the stones
That name the under-lying dead,
Thy fibres net the dreamless head,
Thy roots are wrapt about the bones.

The seasons bring the flower again,
And bring the firstling to the flock
And in the dusk of thee, the clock;
Beats out the little lives of men.

O not for thee the glow, the bloom,
Who changest not in any gale,
Nor branding summer suns avail
To touch thy thousand years of gloom :

And gazing on thee, sullen tree,
Sick for thy stubborn hardihood,
I seem to fail from out my blood
And grow incorporate into thee.

9. Tell concisely the subject of this poem, and of each stanza in it.

10. Show the development of the thought in this poem and the appropriateness of the introduction of the idea which each clause expresses.

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THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ENGLISH POETICAL LITERATURE.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: { W. J. ALEXANDER, PH.D.
T. C. L. ARMSTRONG, M.A., LL.B.
JOHN E. BRYANT, M.A.

NOTE.—Candidates for Matriculation will take sections A and B. Candidates for the Senior Leaving examination will take sections A and C.

A.

1. Explain clearly and concisely the meaning of the following passages :

- (a) To think o' the teen that I have turned you to,
Which is from my remembrance !
- (b) Down with the topmast ! Yare ! lower, lower ! Bring her to try
wi' the main course.
- (c) At pick'd leisure,
Which shall be shortly, single I'll resolve you,
Which to you shall seem probable, of every
These happen'd accidents.
- (d) —You demi-puppets that
By moonshine do the green sour ringlets make,
Whereof the ewe not bites.
- (e) Mine eyes, even sociable to the show of thine,
Fall fellowly drops.
- (f) If 't were a kibe
'Twould put me to my slipper ; but I feel not
This deity in my bosom.
- (g) —Urchins
Shall, for that vast of night that they may work,
All exercise on thee.
- (h) —Which now we find
Each putter out of five for one will bring us
Good warrant of.

(OVER.)

2. Name the speaker of each of the following passages ; indicate the context, and the circumstances under which each is spoken :

- (a) They'll take suggestion as a cat laps milk.
- (b) What seest thou else
In the dark backward and abysm of time ?
- (c) Misery acquaints a man with strange bedfellows.
- (d) The rarer action is
In virtue than in vengeance.
- (e) He that dies pays all debts.
- (f) The fringed curtains of thine eye advance,
And say what thou seest good.
- (g) Sometimes a thousand twangling instruments
Will hum about mine ears.
- (h) We are such stuff
As dreams are made on.

3. Describe the character of Prospero.

4. Explain fully and clearly the following passages :

- (a) —The yonge sonne
Hath in the Ram his halfe cours i-ronne.
- (b) Ful ofte tyme he was knight of the schire,
An anlas and a gipsier al of silk
Heng at his girdel, white as morne mylk.
A schirreve hadde he ben and a contour ;
Was nowher such a worthi vavasour.
- (c) This reeve sat upon a ful good stot
That was all pomely gray, and highte Scot
A long surcote of pers upon he hade.
- (d) —that telleth in this caas
Tales of best sentence and most solas,
Schal han a soper at oure alther cost.
- (e) The Mellere was a stout carl for the nones
Ful big he was of braun, and eek of boones
That prevede well, for overal ther he cam
At wrastlynge he wolde have alwey the ram,
There was no dore he wolde heve of harre.

5. Describe in your own words (reproducing in as far as you can the effect of the original passages) any two of the following characters of the *Prologue* : the Squire, the Monk, the Parson.

6. EITHER sketch briefly the plot of *The Tempest*, showing how each scene and personage contributes to the whole effect,

OR contrast the method of revealing character employed by Shakespeare with that employed by Chaucer in the *Prologue*.

B.

I, thus neglecting worldly ends, all dedicated
 To closeness and the bettering of my mind
 With that which, but by being so retir'd,
 O'er-priz'd all popular rate, in my false brother
 Awak'd an evil nature; and my trust,
 Like a good parent, did beget of him
 A falsehood, in its contrary as great
 As my trust was; which had indeed no limit,
 A confidence sans bound. He being thus lorded,
 Not only with what my revenue yielded,
 But what my power might else exact—like one
 Who having unto truth, by telling of it,
 Made such a sinner of his memory,
 To credit his own lie—he did believe
 He was indeed the duke, out o' the substitution,
 And executing the outward face of royalty,
 With all prerogative.

7. Express, as nearly as you can, in simple, clear prose the thoughts contained in this passage, being especially careful about those which are obscurely expressed in the original.

8. Characterize fully the *style* of the passage, and point out the more striking peculiarities of the blank verse employed.

C.

Since what I am to say must be but that
 Which contradicts my accusation, and
 The testimony on my part no other
 But what comes from myself, it shall scarce boot me
 To say, 'not guilty'; mine integrity
 Being counted falsehood, shall, as I express it,
 Be so received. But thus: if powers divine
 Behold our human actions, as they do,
 I doubt not then but innocence shall make
 False accusation blush and tyranny
 Tremble at patience.—You, my lord, best know,
 Who least will seem to do so, my past life
 Hath been as continent, as chaste, as true,
 As I am now unhappy; which is more
 Than history can pattern, though devis'd
 And play'd to take spectators. For behold me,
 A fellow of the royal bed, which owe
 A moiety of the throne, a great king's daughter,
 The mother to a hopeful prince, here standing,
 To prate and talk for life and honour fore
 Who please to come and hear. For life, I prize it
 As I weigh grief, which I would spare; for honour
 'Tis a derivative from me to mine,
 And only that I stand for.

9. Express, as nearly as you can, in simple, clear prose the thoughts contained in this passage.

10. Characterize fully the *style* of the passage and point out the more striking peculiarities of the versification.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

PHYSICS.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners : { G. CHAMBERS, B.A., M.B.
J. J. MACKENZIE, B.A.
T. H. SMYTH, M.A., B.Sc.

NOTE.—Not more than two of the three subdivisions, (a), (b), (c), of each question are to be answered.

1. (a) Devise an experiment by which a unit of force may be established.
(b) A spiral spring acts upon different masses; how can the masses be compared by this means?
(c) What is the nature of the motion of a body falling from a great distance to the earth under the force of terrestrial gravity only, the body starting from rest?
2. (a) How can the volume (in cubic centimeters) of an irregular-shaped solid and the weight (in grammes) of an equal volume of water be simultaneously determined?
(b) What precautions must be taken in order to make accurate determinations of these values?
(c) How many grammes of gold (specific gravity say 20) can be suspended in water by 44 grammes of carbon dioxide gas contained in a weightless bag beneath the surface, assuming that the gas remains at a constant temperature of 0°C . and at normal pressure?
3. (a) What precautions should be taken in the manufacture of the barometer?
(b) What precautions are necessary in taking readings of the height of the mercurial column of the barometer?
(c) What properties of fluids are exhibited by the barometer? Express the normal atmospheric pressure in dynes per square centimetre (density of mercury=13.6).
(OVER.)

4. (a) The Eiffel Tower is to be utilized in the liquefaction of gases. How may this be done?
(b) Supposing the tower to be 304 metres high, what intensity of pressure could be obtained by means of a liquid of sp. gr. 13.6?
(c) Explain briefly some methods of diminishing the pressure of gases.
5. (a) Show by reference to experiment upon what property of matter any unit of temperature is based, and also upon what property of matter any unit of heat is based.
(b) Describe an experiment to show that heat is a form of energy.
(c) Why must atmospheric pressure be considered in the determination of the boiling point of a Centigrade thermometer?
6. (a) What happens when heat is applied to the bottom of a tin pail containing water at 0°C ? What happens when ice at 0°C . is applied to the bottom of the pail when the water contained in it is at 10°C .?
(b) When floating ice melts in water is the level of the water altered? Explain.
(c) What takes place when ice at 0°C . congealed in a strong vessel is subjected to great pressure? How may the change be demonstrated?
7. (a) Mention precautions necessary in the determination of the quantity of heat evolved by the condensation of steam.
(b) When ice melts the water formed occupies less space than the ice. How may this change of volume be accurately measured?
(c) Compare the amount of heat required to convert a given mass of ice at -3°C . into water at 38°C ., with that required to convert the same mass of water at 38°C . into steam at 100°C . [The specific heat of ice is 0.5].
8. (a) A single Daniell cell, however large, will not electrolyse acidulated water, but two small Daniell cells can be made to do so. How may the electrolysis be accomplished? Explain this.
(b) Describe the chemical reactions which take place in a Bunsen and in a Gravity cell respectively.
(c) How would you show which of these cells has the greater electro-motive force?

9. What will be the effect :

- (a) When a current is passed through two wires of equal lengths but whose cross sections are as 2 to 1 ;
- (b) When a current is passed through a wire in which a current of equal strength is already passing in an opposite direction ;
- (c) When a current is passed through a long-coil galvanometer ?

10. (a) Explain the object of the iron hammer with its steel spring, employed in the induction coil.

- (b) How may the electromotive-force of a dynamo be increased ?
- (c) What constitutes the internal resistance of a dynamo-electric machine ?



Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ARITHMETIC AND MENSURATION.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: { A. R. BAIN, LL.D.
N. F. DUPUIS, M.A.
I. E. MARTIN, B.A.

NOTE.—Candidates for Junior Matriculation must take section A, and any four questions in section B. Candidates for the Junior Leaving Examination must take questions 4 and 5 in section A, any four questions in section B, and any three questions in section C.

A.

1. (a) How can you determine, by inspection, when a number is divisible by 5, 9?

(b) State and illustrate the proof of Multiplication by casting out the nines.

(c) Find the value correct to four decimal places, of:—

$$2 + \frac{1}{1 \times 2} + \frac{1}{1 \times 2 \times 3} + \frac{1}{1 \times 2 \times 3 \times 4} + \frac{1}{1 \times 2 \times 3 \times 4 \times 5} + \frac{1}{1 \times 2 \times 3 \times 4 \times 5 \times 6}$$

2. Distinguish between prime and composite numbers. Resolve the composite number 277200 into its prime factors, and by this process find the greatest common measure of 1071, 1092, 2810.

3. The actual cost of making a piano is \$256. The manufacturer, importer and local agent each make 25 % profit. For what amount does the agent sell it?

(OVER.)

4. One clock strikes 5 strokes in 6 seconds and another strikes 6 strokes in 7 seconds. They strike the 10th stroke of 12 together. If the first clock is correct, what is the error of the second clock when the first clock begins to strike?

5. A speculator is shipping 30 horses, which cost \$160 each, to Liverpool. For how much must he insure them at $1\frac{1}{4}\%$ so that in case of loss he may recover the cost of the horses, and the premium paid for insurance?

B.

6. Jones bought a house for \$3,000 cash; it is assessed for $\frac{3}{4}$ its value, the rate of taxation being $16\frac{1}{2}$ mills on the dollar. The insurance is $\frac{3}{8}\%$ on $\frac{3}{4}$ of the cost. If Jones could have loaned his money at 5% what monthly rent is he paying for his house.

7. The expense of constructing a railway is \$5,000,000; of which 40% is borrowed on a mortgage at 6%, and the remainder is held in shares; what must be the average weekly receipts so as to pay the shareholders 5 per cent., the working expenses being 65% of the gross receipts?

8. A Montreal merchant owes 5,000 francs in Paris. He buys a draft on London when sterling exchange is at a premium of 9; exchange between Paris and London 25.2 francs per £1. What does the draft cost him?

9. A man borrows \$100 from a money-lender and pays it back in 12 monthly instalments of \$10 each. These partial payments are deposited in the Savings Bank at 4% per annum, simple interest. What rate of interest per annum is realized?

10. A person buys 6% Bonds; the interest on which is payable yearly and which are to be paid off at par 3 years after the time of purchase. If he invests his interest when received at 4% compound interest what should he pay for the Bonds to realize 7% compound interest on his money?

11. A farm is mortgaged for \$4,500 bearing $7\frac{1}{2}\%$ interest payable yearly; the mortgage has 3 years to run. What sum paid down now would be equivalent to reducing the interest on the mortgage to 5%, money being worth 4% per annum, all interest being compound?

C.

12. A certain coin is $\frac{1}{16}$ of an inch thick and $\frac{3}{8}$ of an inch in diameter; another has to be made of $2\frac{1}{2}$ times the value and twice as thick. What will be its size?

13. It is required to cover a piece of ground 80 feet square by a pyramidal tent 30 feet in perpendicular height; find the cost of the requisite quantity of canvas at 15 cts. per square yard.

14. A ball of lead 4 inches in diameter is covered with silver; find the thickness of the silver in order that (a) the volume of silver may be equal to that of the lead, (b) the surface of silver may be twice that of the lead.

15. A mast is 49 inches in diameter at the bottom and 28 inches at the top, and contains 596.75 cubic feet of wood; find its height ($\pi=3\frac{1}{7}$).

16. The sides of a rectangle are 16 and 12; find the distance between the feet of the perpendiculars drawn from opposite vertices to a diagonal.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

EUCLID.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: { A. R. BAIN, LL.D.
N. F. DUPUIS, M.A.
I. E. MARTIN, B.A.

NOTE.—*Candidates for Junior Matriculation will take all the questions from section A, any two questions from section B, and any two questions from section C. Candidates for the Junior Leaving Examination will take all the questions from section B and any four questions from section C.*

A.

1. The two lines joining any point within a triangle with the ends of one of the sides are together less than the sum of the other two sides, but contain a greater angle. Euclid I, 21.

2. The complements of the parallelograms which are about the diameter of any parallelogram are equal to one another. Euclid I, 43.

3. Divide a given straight line into two parts so that the rectangle contained by the whole line and one of the parts shall be equal to the square upon the other part. Euclid II, 11.

4. If a point be taken within a circle from which there fall more than two equal straight lines to the circumference, that point is the centre of the circle. Euclid III, 11.

5. The angle at the centre of a circle is double the angle at the circumference, upon the same arc. Euclid III, 20.

B.

6. The opposite sides and angles of a parallelogram are equal to one another and the diameter bisects it. Euclid I, 34.

Also the diameters bisect one another. (OVER.)

7. If a straight line be divided into any two parts the squares on the whole line and on one of the parts are together equal to twice the rectangle contained by the whole and that part, together with the square on the other part. Euclid II, 7.

8. Describe a square which shall be equal to a given rectangle Euclid II, 14.

9. Draw a tangent to a given circle from a given point without the circle; also show that two tangents can be drawn, and that they are equal.

10. If from any point without a circle a tangent be drawn to the circle and also a straight line cutting the circle, the rectangle contained by the whole line cutting the circle and the part without the circle is equal to the square on the tangent. Euclid III, 36.

C.

11. Being given a rectangle, to construct, on a given finite line as one side, a rectangle equal to the given one.

12. The sum of the three medians of a triangle is less than the sum of the three sides.

(A median of a triangle is a straight line from a vertex to the middle of the opposite side).

13. Show that the circumference of a circle can pass through any three points not in line, and that only one circumference can pass through the same three points.

14. If the finite line of question 3 is 10 inches long, find approximately the length in inches of the longer part.

15. If a quadrilateral has the sum of two of its opposite angles equal to two right angles, it can be inscribed in a circle.

16. The angle between two intersecting circles is defined to be the angle between tangents to the two circles at the point of intersection.

Hence draw a circle with given radius to intersect a given circle at right angles.

17. Two circles intersect in A and B , and from any point P on the line through A and B , two straight lines are drawn cutting one of the circles in C and D , and the other circle in E and F .

Then the rectangle contained by PC and PD is equal to that contained by PE and PF .

18. If a finite line be divided into any three parts the square on the whole line is equal to the sum of the squares on the parts together with twice the sum of the rectangles contained by the parts taken two and two.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

EUCLID.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: { A. R. BAIN, LL.D.
N. F. DUPUIS, M.A.
I. E. MARTIN, B.A.

NOTE.—Candidates must take all the questions of section A, and any four of section B.

A.

1. (a) Upon the same base, and on the same side of it there cannot be two triangles that have their sides which are terminated in one extremity of the base, equal to one another, and likewise those which are terminated in the other extremity.—Euc. I, 7.

(b) Prove the foregoing directly from the assumed axiom, “a straight line is the shortest distance between two given points.”

2. (a) All the interior angles of any rectilineal figure together with four right angles, are equal to twice as many right angles as the figure has sides. Euc. I, 32, Cor. 1.

(b) A, B, C, D, E are five vertices, in order, of the figure whose sides are AC, CE, EB, BD, and DA. Find the sum of the angles ACE, CEB, EBD, BDA and DAC.

3. (a) If a line be divided into two equal, and also into two unequal parts, the rectangle contained by the unequal parts, together with the square on the line between the points of section, is equal to the square on half the line. Euc. II, 5.

(b) If a line be divided into two parts the rectangle contained by the parts is greatest, and the sum of the squares on the parts is least when the parts are equal.

[OVER.]

4. (a) The angle in a semi-circle is a right angle ; the angle in any other segment is acute or obtuse according as the segment is greater or less than a semicircle. Euc. III, 31.

(b) If through a fixed point any number of chords be drawn to the same circle the middle points of the chords lie on a circle.

5. (a) Inscribe a circle in a given triangle.

(b) Show that the problem to draw a circle to touch three straight lines which form a triangle has four solutions, and find them.

6. (a) Give a definition of similar triangles and of homologous sides, and prove that in similar triangles the homologous sides are proportional.

(b) ABC is a triangle and DE is parallel to AC, D being on AB and E on CB. DC and EA intersect in O. Show that BO produced bisects AC.

B.

7. A, B, C, D are the vertices of a square and A, E, F the vertices of an equilateral triangle, both inscribed in the same circle.

Find the angle between BE and DF, and also between DE and BF.

8. A and B are two points on the same side of a line L. Find a point, P, on L, such that the sum of PA and PB may be the least possible.

9. Describe a circle, with a given radius, to touch a given circle and pass through a given point.

Show that there are two solutions, and examine the conditions under which the two solutions become the same, or become impossible.

10. A, B, C, D is a square and AA', BB', CC', DD' are perpendiculars upon any line L.

Show that the square is equal to the difference between the sum of the squares on AA' and CC', and twice the rectangle contained by BB' and DD'.

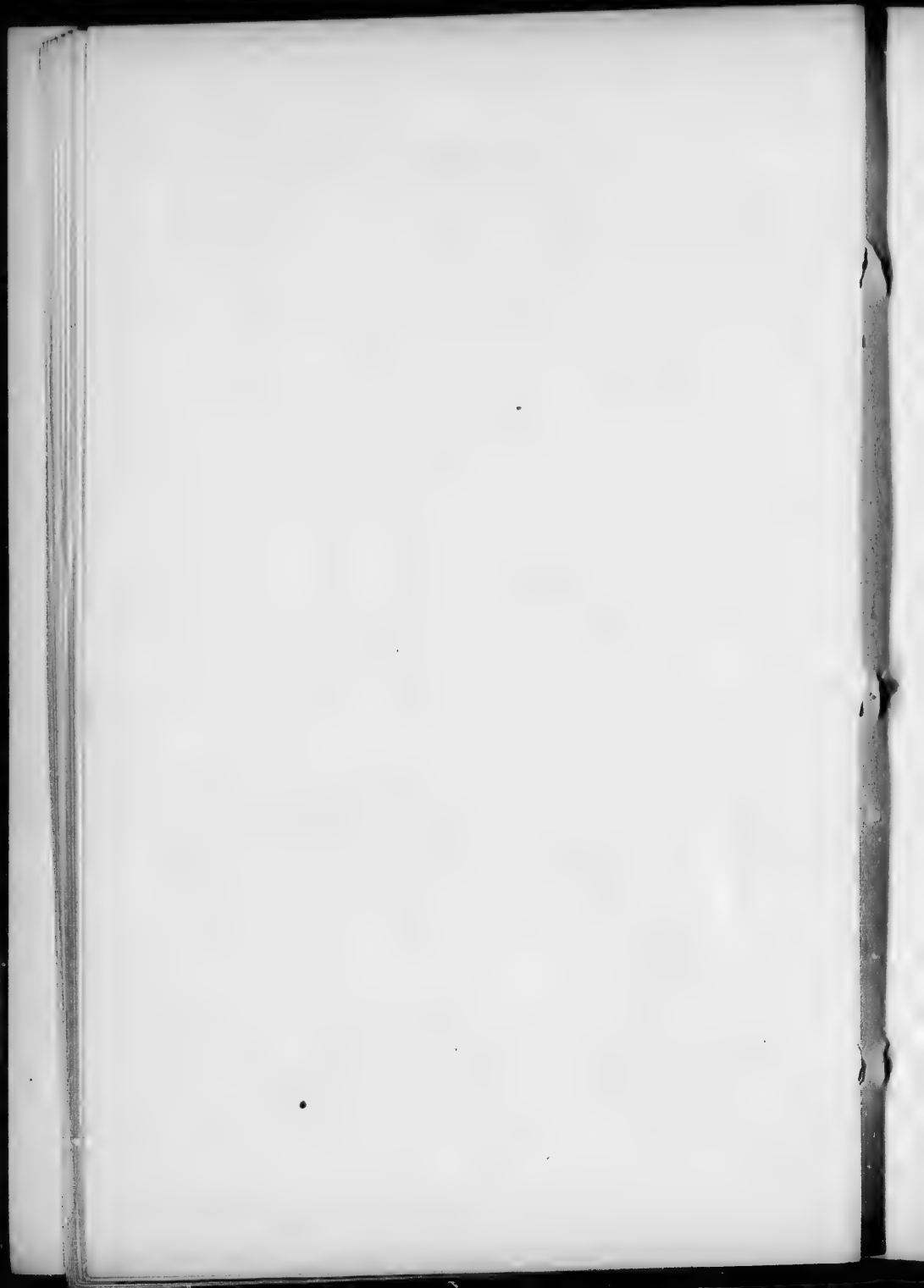
11. Two tangents are drawn from a point, P, to a circle whose centre is O, and the chord, joining the points of contact of the tangents, cuts OP in Q.

Show that the rectangle contained by OP and OQ is equal to the square on the radius of the circle.

12. Similar triangles are to one another in the duplicate ratio of their homologous sides.

13. Draw two lines parallel to the base of a triangle so as to trisect the area of the triangle.

14. The rectangle contained by the diagonals of any quadrilateral inscribed in a circle is equal to the sum of the rectangles on its opposite sides in pairs.



Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

CHEMISTRY.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners : { G. CHAMBERS, B.A., M.B.
J. J. MACKENZIE, B.A.
T. H. SMYTH, M.A., B.Sc.

NOTE.--Candidates may take any six questions.

1. (a) Describe experiments to show that one c.c. of Hydrogen Gas and one c.c. of Chlorine Gas are found in two c.c. of Hydrochloric Acid Gas, and one c.c. of Oxygen Gas and two c.c. of Hydrogen Gas in two c.c. of Water Gas.

(b) Draw the inference from the above experiments that the ratio of the weight of two c.c. of each of these compound gases to the weight of one c.c. of Hydrogen is twice the Specific Gravity of the Compound Gases compared to Hydrogen.

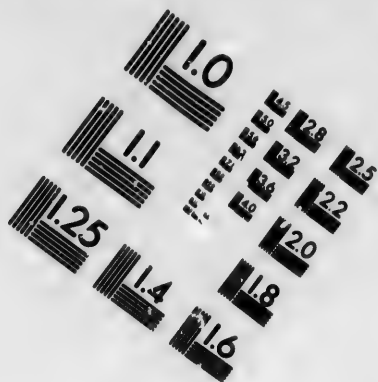
2. Discuss the question as to the distinction between a combustible substance and a supporter of combustion. Illustrate by equations the chemical reactions which occur in the combustion of :

- (a) Hydrogen in Chlorine.
- (b) Oxygen in Marsh Gas.
- (c) Carbon Monoxide in Oxygen.
- (d) Sodium in Hydrochloric Acid Gas.
- (e) Hydrogen Sulphide in Oxygen.

3. Explain the meaning assigned by Chemists to the following terms : [a] Oxidizing Agents, [b] Reducing Agents ; write equations showing instances of oxidation, [c] by Oxygen Gas, [d] by Chlorine Water, [e] by Nitric Acid ; of reduction [f] by heat, [g] by Charcoal, [h] by Nascent Hydrogen.

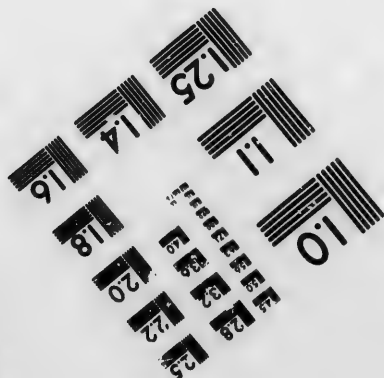
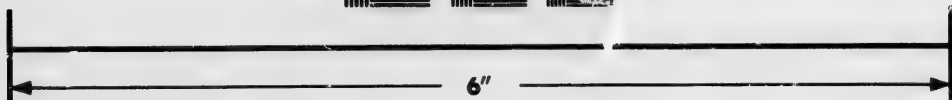
OVER.





Resolution test chart showing various line patterns and numerical values:

- 1.0
- 1.1
- 1.25
- 1.4
- 1.6
- 1.8
- 2.0
- 2.2
- 2.5
- 2.8
- 3.2
- 3.6
- 4.0
- 4.5
- 5.0
- 5.6
- 6.3
- 7.1
- 8.0
- 9.0
- 10
- 11
- 12.5
- 14
- 16
- 18
- 20
- 22.5
- 25
- 28
- 32
- 36
- 40
- 45
- 50
- 56
- 63
- 71
- 80
- 90
- 100
- 112
- 125
- 140
- 160
- 180
- 200
- 224
- 250
- 280
- 320
- 360
- 400
- 450
- 500
- 560
- 630
- 710
- 800
- 900
- 1000
- 1120
- 1250
- 1400
- 1600
- 1800
- 2000
- 2240
- 2500
- 2800
- 3200
- 3600
- 4000
- 4500
- 5000
- 5600
- 6300
- 7100
- 8000
- 9000
- 10000



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10

4. [a] How would you prepare red Phosphorus from the yellow variety? Contrast their physical and chemical properties.

[b] How many grams of Phosphorus will be required when completely burnt to take the whole of the Oxygen out of 1,000 grams of air. [$P=31$.]

5. Describe the physical changes and illustrate by equations the chemical changes which occur when each of the following substances is heated in a test tube, [a] Ammonium Nitrate, [b] Potassium Nitrate, [c] Lead Nitrate, [d] Calcium Carbonate, [e] Ammonium Chloride.

6. Name and give the formulæ of the substances formed by the action of hot Concentrated Sulphuric Acid upon each of the following bodies: [a] Copper, [b] Charcoal, [c] Potassium Chlorate, [d] Potassium Iodide, [e] Ammonium Nitrate, [f] Ammonium Chloride, [g] Calcium Carbonate.

7. Explain the chemical and physical reactions which occur in the following experiments--give equations in each case:

[a] A small piece of Sodium is thrown upon Water.

[b] A small piece of Potassium is thrown upon Water.

[c] Chlorine Gas is mixed with Hydrogen Sulphide.

[d] Charcoal is heated with Sulphur Vapor.

[e] Nitrogen Trioxide is mixed with Sulphur Dioxide.

8. Describe experiments shewing how you would distinguish

[a] Oxygen from Nitrous Oxide,

[b] Nitrous Oxide from Nitric Oxide,

[c] Hydrochloric Acid from Hydrobromic Acid.

[d] Hydrobromic Acid from Hydriodic Acid.

[e] Hydrogen Sulphide from Phosphuretted Hydrogen.

Education Department, Ontario

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

CHEMISTRY.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: { G. CHAMBERS, B.A., M.B.
J. J. MACKENZIE, B.A.
T. H. SMYTH, M.A., B.Sc.

NOTE.—Candidates will take any six of the eight questions.

1. (a) The specific gravity of Hydrogen is 0.0692, that of Ammonia is 0.595 (air = 1). What is the molecular weight of Ammonia? Explain how you arrive at your conclusion.

(b) The vapour density of Sulphur is said to be abnormal at 500°C. and normal at 1000°C. Explain the meaning of these statements.

(c) Describe experiments to show that Ammonium Chloride is decomposed by heat into Ammonia and Hydrogen-chloride gas.

2. A gas gives, on analysis,

Carbon = 85.78

Hydrogen = 14.32

100.

300 c.c. of the gas at 10°C. and 750 mm. Bar. weigh 0.35 grams. Write the formula of the gas.

3. (a) How can Barium Oxide be used as a means of preparing Oxygen from the air?

(b) Compare the chemical properties of Oxygen and Ozone.

(c) If the molecule of Oxygen consists of two atoms then the molecule of Ozone consists of more than two atoms. State facts in support of this statement.

(OVER.)

4. Chlorine, Bromine and Iodine are said to belong to the same natural family of elements. Explain and illustrate this statement.

5. (a) How could you prepare the Tri-hydride of Arsenic (Arsine)? Compare its properties with Ammonia and Phosphine.

(b) Write equations showing the reactions which occur when Arsine, Phosphine, and Ammonia respectively burn in air.

6. Write equations illustrating the action of Hydrogen Sulphide upon :

- (a) Chlorine Gas.
- (b) Ammonium Hydrate.
- (c) Nitric Acid.
- (d) Antimonous Chloride.
- (e) Solution of Ferric Chloride.

7. A solution is known to contain Silver Nitrate, Mercurous Nitrate, Mercuric Nitrate or Arsenious Oxide. How would you determine which it contains?

8. (a) Give an account of the Chemistry of Calcium. Illustrate its relations to Barium and Strontium.

(b) What is the cause of the so-called temporary hardness of water. Explain the chemical reactions which occur in the different methods adopted for its removal.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

TRIGONOMETRY.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: (A. R. BAIN, LL.D.
N. F. DUPUIS, M.A.
I. E. MARTIN, B.A.)

NOTE.—Candidates are required to take all the questions of section A and any two of section B.

A.

1. (a) Define an angle according to the usage of Plane Trigonometry.

(b) Define the common units of angular measure.

(c) Express in sign and magnitude in each of the units, the angle described by the minute hand of a clock between the times 9h.5m. and 11h.55m.

2. (a) Define $\sin A$, $\cos A$, $\tan A$, and $\cot A$, when A is less than a right angle.

(b) Deduce from a geometrical construction the algebraic value of $\frac{\pi}{2} + a$, when a is less than $\frac{\pi}{2}$.

(c) Find the value of each of the following:

$$\sin \frac{\pi}{4}, \cos \frac{\pi}{3}, \tan \frac{\pi}{6}.$$

3. (a) Express all the Trigonometric functions of a given angle in terms of its *sine*.

(b) Find a value of θ and of ϕ from the equations $\sin \theta = \frac{1}{2}$, and $\tan \phi = \sqrt{3}$.

(c) Given $\sin 2\theta = \cos 3\theta$, find θ and $\sin \theta$. [OVER.]

4. (a) Prove that $\sin \alpha + \sin \beta = 2 \sin \frac{1}{2}(\alpha + \beta) \cos \frac{1}{2}(\alpha - \beta)$, and write the corresponding value for $\cos \alpha + \cos \beta$.

(b) Show that $\sin 41^\circ + \sin 67^\circ - \sin 31^\circ - \sin 77^\circ = \sin 5^\circ$, given $\sin 18^\circ = \frac{\sqrt{5}-1}{4}$.

(c) Express $\cos m\theta \cdot \cos n\theta \cdot \cos p\theta$ as the sum of four cosines.

5. In any triangle prove that:

(a) $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c} = \frac{1}{2R}$.

(b) $\tan \frac{1}{2}(B-C) = \frac{b-c}{b+c} \cot \frac{1}{2}A$.

(c) $\tan A + \tan B + \tan C = \tan A \cdot \tan B \cdot \tan C$.

6. Find an expression for

(a) The radius of the incircle (inscribed circle) of a triangle.

(b) The radius of an excircle (escribed circle) of a triangle.

(c) The radius of the circumcircle (circumscribing circle) of a triangle.

7. (a) Prove that

$$r_1 \cot \frac{A}{2} = r_2 \cot \frac{B}{2} = r_3 \cot \frac{C}{2} = r \cot \frac{A}{2} \cot \frac{B}{2} \cot \frac{C}{2}.$$

(b) The centres of the excircles of a triangle are joined.

Show that the area of the triangle so formed is $\frac{abc}{2r}$.

B.

8. (a) Prove that

$$\frac{\sin \alpha + \sin \beta + \sin \gamma - \sin(\alpha + \beta + \gamma)}{\cos \alpha + \cos \beta + \cos \gamma + \cos(\alpha + \beta + \gamma)} = \tan \frac{\alpha + \beta}{2} \tan \frac{\beta + \gamma}{2} \tan \frac{\gamma + \alpha}{2}.$$

(b) If l, m, n , are the altitudes of a triangle, drawn from the vertices A, B, C respectively,

$$a \sin A + b \sin B + c \sin C = 2(l \cos A + m \cos B + n \cos C).$$

9. (a) In any triangle $a^2 = b^2 + c^2 - 2bc \cos A$. Show from this that if c has two real positive values a is less than b , and the triangle is ambiguous.

(b) If in the ambiguous case the ratio of the two values of the indeterminate side be $\sqrt{3}+2$, and the given angle be 45° , show that the angle between the two positions of the opposite side is 60° .

10. (a) Given a , b and C , write formula for finding A , B and c .

(b) The radii of two wheels, in the same plane, are R and r , and a belt goes around them and crosses between them at an angle 2θ . Find the length of the belt, and show that the length is constant while the sum of the radii is constant.

11. (a) ABC is an equilateral $\triangle$, and E , on BC is a vertex of the inscribed square whose side lies along AC . Show that $\tan EAC = \frac{1}{2}(3 - \sqrt{3})$.

(b) The altitude of a certain rock is α° , and after walking b feet towards the rock up a slope of β° to the horizon the altitude of the rock is then γ° . Find the vertical height of the rock above the first position.

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Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ALGEBRA.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: $\left\{ \begin{array}{l} \text{A. R. BAIN, LL.D.} \\ \text{N. F. DUPUIS, M.A.} \\ \text{I. E. MARTIN, B.A.} \end{array} \right.$

NOTE.—Candidates for Junior Matriculation will take any eight questions in section A. Candidates for the Junior Leaving examination will take six questions in section A, and any two questions in section B.

A.

1. Collect and reduce to the simplest form :

$$(a) \quad \frac{x+y}{y} - \frac{2x}{x+y} + \frac{x^3-x^2y}{y^3-x^2y}.$$

$$(b) \quad \frac{a}{(a-b)(a-c)} + \frac{b}{(b-c)(b-a)} + \frac{c}{(c-a)(c-b)}.$$

2. Find the value of x in (a) and the values of x and y in (b).

$$(a) \quad \frac{\sqrt{3x+1} + \sqrt{3x}}{\sqrt{3x+1} - \sqrt{3x}} = 4$$

$$(b) \quad (a-b)x + (c-d)y = p+q, \quad (a+b)x - (c+d)y = p-q.$$

3. Resolve into factors :

$$(a) \quad a^2 + b^2 - c^2 - d^2 - 2ab + 2cd.$$

$$(b) \quad 4x^4 + 6x^3 + 72x - 576.$$

$$(c) \quad x^8 - 7x^4 - 144.$$

4. Solve the equations :

$$(a) \quad x + \frac{5}{2x} = 3\frac{1}{2}.$$

$$(b) \quad 3x^2 - 2x + \sqrt{3x^2 - 4x - 5} = 18 + 2x.$$

(OVER.)

5. Shew that

(a) $\frac{b-c}{1+bc} + \frac{d-a}{1+ad} = 0$, if $\frac{a-b}{1+ab} + \frac{c-d}{1+cd} = 0$.

(b)

If $x = \frac{b-c}{a}$, $y = \frac{c-a}{b}$, $z = \frac{a-b}{c}$, then $xyz + x + y + z = 0$.

6. (a) Solve the equation, $ax^2 + bx + c = 0$, and thence find the conditions for equal roots.

(b) If the roots of $x^2 - px + q = 0$ are α and β , and if $\alpha^2 = q\beta$, find the value of α in terms of β .

7. Solve the following equations:

(a) $x + y = 5$, $x^3 + y^3 = 65$.

(b) $2x^2 - xy = 6$, $2y^2 + 3xy = 8$.

8. (a) If $3x = 2b + 2c - a$, $3y = 2a - b + 2c$ and $3z = 2a + 2b - c$, shew that $x^2 + y^2 + z^2 = a^2 + b^2 + c^2$ and $xy + xz + yz = ab + ac + bc$.

(b) Prove that $x^4 - px^3 + qx^2 - rx + s$ divided by $x - a$ gives $a^4 - pa^3 + qa^2 - ra + s$ as remainder.

9. If a ship requires 40 hands, a schooner 15, and a steamer 10; if on a given day 36 vessels arrive in port manned in all by 750 men; and if the hands on the ships were sufficient to supply all the schooners and twice the number of steamers, how many vessels of each kind arrived that day?

10. The difference of two numbers is to the less as 4 is to 3, and their product multiplied by the less is 504; find the numbers.

B.

11. (a) When $x = 2 + \sqrt{-5}$ find the value of $x^3 - 2x^2 + x + 18$.

(b) Given $1 + \sqrt{1 - \frac{a}{x}} = \sqrt{1 + \frac{x}{a}}$ to find x .

12. (a) If the roots of $cx^2 + dx + f = 0$ be α and β , shew that the roots of $c^2x^2 + c(d-f)x - df = 0$ are $\alpha + \beta$ and $\alpha\beta$.

(b) $x^2 + y^2 = 2x^2y^2 - 15$, $x + y = xy + 1$.

13. Find two numbers whose difference is 4, and twice whose product is equal to the cube of the less.

14. A number consists of three digits, the square of the second digit equals the product of the other two. The number multiplied by 7 is 124 times the sum of the digits, and if it be increased by 594 the digits will be inverted. Find the number.

Education Department, Ontario

MIDSUMMER EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ALGEBRA.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: { A. R. BAIN, LL.D.
N. F. DUPUIS, M.A.
I. E. MARTIN, B.A.

NOTE.—Candidates will take any seven of the nine questions.

1. (a) Assuming the Binomial Theorem for positive integral indices prove it for fractional exponents.

(b) Shew that when n is a positive integer the coefficient of the r^{th} term in the expansion of $(1+x)^n$ equals the sum of the coefficients of the r^{th} and the $(r-1)^{\text{th}}$ terms in the expansion of $(1+x)^{n-1}$.

(c) Find the coefficient of x^4 in the expansion of $(1+x+x^2)^5$.

2. (a) By means of the expansion of $(1+x)^{\frac{1}{2}}$ find a series whose limit is $\sqrt{2}$.

(b) Find the coefficients of x^n in the expansion of $\frac{(1-2x)^2}{(1-x)^4}$.

(c) If $(10+3\sqrt{11})^n = a+b$ where a and n are integers and b is a proper fraction, prove that $(a+b)(1-b) = 1$.

3. (a) If the roots of $ax^2+2bx+c=0$ be imaginary, what relations subsist between the coefficients of the equation?

(b) If x be real determine the limits between which

$\frac{x^2+5x+4}{x^2+5x}$ can have no real value.

(c) Find the condition that $y^3+axy+bx^2+cy+dx+e=0$ may be resolved into two rational factors of the first degree.
(OVER.)

4. Factor the following expressions:—

(a) $x^3 + (b-2a)x^2 + (a^2-2ab)x + ba^2$.

(b) $(a+b)^5 + (a+b)^4(b-a) + (a+b)^3(b-a)^2 + (a+b)^2(b-a)^3$
 $+ (a+b)(b-a)^4 + (b-a)^5$.

(c) $2x^4 - 3x^3 - 21x^2 - 2x + 24$.

5. Solve the equations,

(a) $x^2 + y^2 - x - y = 78, \quad x + y + xy = 39$

(b) $x + 7x^{\frac{1}{2}} - 22 = 0$

(c) $(1+x^2)(1+y^2) = 2(xy-1)^2, \quad x+y=5$.

6. (a) If ${}_nC_r$ denote the number of combinations of n things taken r together, prove that ${}_{n+2}C_{r+1} = {}_nC_{r+1} + 2{}_nC_r + {}_nC_{r-1}$.

(b) If the total number of combinations of $2n$ things taken $1, 2, 3, \dots, 2n$, in a group respectively be 129 times the total number of combinations of n things taken $1, 2, 3, \dots, n$ respectively, find n .

(c) Prove that the number of permutations of $2n$ things of which one-half are alike and the other half alike though different from the first is equal to the *greatest* number of combinations that can be made of the $2n$ things of which none are alike.

7. (a) Deduce the formula for the sum of n terms of a Geometrical Progression.

(b) If a G. P. whose ratio is r consists of $4n$ terms, shew that the sum of the first and last n terms is to the sum of the second and third n terms as $r^{2n} - r^n + 1 : r^n$.

(c) If x, y, z be in H. P., a, x, b , in A. P. and a, z, b in G. P., prove that $y = 2(a+b) \left\{ \left(\frac{a}{b} \right)^{\frac{1}{4}} + \left(\frac{b}{a} \right)^{\frac{1}{4}} \right\}^{-2}$.

8. (a) Define the terms *ratio* and *proportion*, and explain what is meant by the statement that one quantity varies inversely as another.

(b) If $x \propto y$, and $xy \propto z^2$, prove that $x^3 + y^3 + z^3 \propto xyz$.

(c) Shew that any sum of money, twice the discount on it for a given time and the interest on the sum for the same time are in harmonical proportion.

9. (a) The sum of p terms of an Arithmetical Progression is q and the sum of q terms is p , shew that the sum of $(p-q)$ terms is

$$\left(\frac{2q}{p} + 1\right)(p-q).$$

(b) Shew that the sum to n terms of the series,

$$2 + 2.3 + 2.7 + 2.15 + \dots + (2^{n+1} - 2) = 2^{n+2} - 2(n+2).$$

(c) If A be the sum of the series formed by taking the 1st and every p^{th} term after the first of an infinite Geometrical Progression whose first term is one and whose ratio is less than one, and if B be the sum of the series formed by taking the 1st and every q^{th} term after the first, prove

$$A^q (B-1)^p = B^p (A-1)^q.$$

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Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

HISTORY AND GEOGRAPHY.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: { W. J. ALEXANDER, PH.D.
T. C. L. ARMSTRONG, M.A., LL.B.
J. E. BRYANT, M.A.

NOTE.—*Only 9 questions in all are to be answered by any candidate, namely, section A, 5 questions from section B, 2 from section C, and 1 from section D. The two questions marked with an asterisk are for candidates for the Junior Leaving Examination only, and both these questions must be taken by these candidates.*

A.

1. Describe the grievances and complaints of the people of Canada which led to THE CONSTITUTIONAL ACT OF 1791. Describe the provisions of this Act and the hopes of those who promoted it; and shew wherein the Act was successful in allaying the discontents of the people and wherein it was not successful.

B.

2. Describe graphically the conflict at Ligny, Quatre Bras, and Waterloo.

3. Describe the policy of William Pitt towards Ireland. How far was he successful in carrying out his policy, and in what respects did he fail? What were the causes of his failure and the results of it?

4. Sketch and contrast the respective attitudes of Burke and Pitt towards France during the progress of the French Revolution (1789-1793). State and account for Pitt's final attitude towards the French Government of that time. (OVER.)

5. Give an account of the events in the earlier part of the reign of George III (1763-1792) which were concerned with the development of the freedom of the press and the increase of its influence.

*6. Sketch the personal character and political career of the elder Pitt (Lord Chatham) stating particularly his efforts

(a) in upholding the honor of the empire abroad ;

(b) in promoting the independence of parliament and parliamentary reform ;

(c) in preventing the secession of the American Colonies.

Mention any other notable efforts which Chatham made to promote the welfare of the kingdom and advance its honor.

7. Enumerate and describe the improvements and advancements made in the technical arts, manufactures, agriculture and commerce of Britain from 1750 to 1790.

8. Describe and account for the religious revival which characterized the middle of the 18th century. Mention some results of that revival which extended beyond the immediate sphere of its action.

*9. Give an account of Walpole as a Minister of Finance. What were the principles of his financial policy ? How far was he able to carry his principles into effect and wherein did he fail ? Describe the influence of his policy as Finance Minister and Premier upon the mercantile prosperity of the nation.

10. Describe the difficulties and obstacles that stood in the way of the union of England and Scotland in the reign of Queen Anne. How were these overcome or removed ? What were the provisions of the ACT OF UNION ? What have been the practical advantages of the Union ?

C.

11. Sketch briefly the political and military career of Julius Cæsar, accounting as far as you can for its success. Give your estimate of Cæsar's character and abilities ; also of the influence of his career upon the history of the world.

12. Sketch the career of Philip of Macedon, and give some account of the resistance offered to his ambition by Demosthenes. Give your estimate of the influence of Philip's successes upon the development of political freedom in the ancient world.

13. Sketch the history of the Persian invasion under Xerxes (B.C., 480), describing more particularly the achievements of the Greeks at Thermopylæ and Salamis. Sketch briefly the military operations of the Persians and the Greeks during the next year (B.C., 479), and state your opinion as to the general influence of the invasion upon the subsequent history of the Grecian States.

D.

14. Describe generally the extent and boundaries of the British Possessions in North America :

- (a) at the beginning of the Seven Years' War (1756) ;
- (b) at the close of the War of American Independence (1783).

15. Describe briefly the position (using modern names) of the following :

- | | |
|-------------------------|--------------------------|
| (a) Gallia Transalpina, | (i) Cilicia, |
| (b) Gallia Cisaipina, | (j) Bithynia and Pontus, |
| (c) Liguria, | (k) Thracia, |
| (d) Etruria, | (l) Dacia, |
| (e) Latium, | (m) Africa (propria), |
| (f) Samnium, | (n) Numidia, |
| (g) Apulia, | (o) Mauritania. |
| (h) Asia (propria), | |

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Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MARTICULATION.

HISTORY AND GEOGRAPHY.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: { W. J. ALEXANDER, Ph.D.
T. C. L. ARMSTRONG, M.A., LL.B.
J. E. BRYANT, M.A.

NOTE.—Only SIX questions in all are to be answered, namely: ANY FIVE questions of section A, and EITHER question of section B.

A.

1. Describe the relations and conduct towards England of William Prince of Orange, prior to the "Invitation."

2. Describe the Act of Uniformity of 1662, the conditions which made it possible, and the consequences that flowed from it.

3. Give some account of the development of physical science and natural philosophy during the 17th century.

4. Contrast the social and religious aspects which England presented before and after the Restoration.

5. Describe the "New Model." Give an account of its political opinions, and sketch briefly its political conduct from the battle of Naseby (1645) to the expulsion of the Forty Members ("Pride's Purge"—December, 1648).

6. Sketch the history of the Long Parliament from its first assemblage to the attempted arrest of the "Five Members."

7. Describe the means made use of by Charles I to obtain revenues during the years 1629–1640. Illustrate your answer by references to particular acts. (OVER.)

8. (a) Describe the character of a typical puritan English gentleman in the reign of James I.

(b) Describe the influence of the translation of the Bible into English, upon the intellectual, social, and moral life of the people.

9. Sketch the character of Elizabeth, illustrating it by reference to her acts as monarch of England.

10. Sketch the career of Thomas Cromwell, with special reference to (a) the power of the throne; (b) the status of the Church; (c) the status of Parliament.

B.

11. Describe briefly the geographical position and historical significance of the following: [NOTE.—Any *ten* will be considered a full answer.]

- | | |
|--------------------------|---------------------------|
| (a) Sedgemoor, | (k) Chalgrove Field, |
| (b) Dover, | (l) Nottingham and North- |
| (c) Breda, | hampton (1642), |
| (d) Worcester, | (m) York (1640), |
| (e) Dunbar, | (n) Berwick, |
| (f) Wexford, | (o) Rhé, |
| (g) Drogheda, | (p) Kinsale (1601), |
| (h) Oxford (1642-1646), | (q) Zutphen, |
| (i) Uxbridge, | (r) Pinkie, |
| (j) Bristol (1643-1645), | (s) Flodden. |

12. Give brief geographical accounts of the foreign territories acquired or lost by Britain during the Period covered by this examination (1492-1688), and also brief historical accounts of the principal events connected with their acquisition or loss.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ZOOLOGY.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: { G. CHAMBERS, B.A., M.B.
J. J. MACKENZIE, B.A.
T. H. SMYTH, M.A., B.Sc.

NOTE.—Candidates must take question 1 and either question 2 or 3 in section A; one question in section B, and two questions in section C.

A.

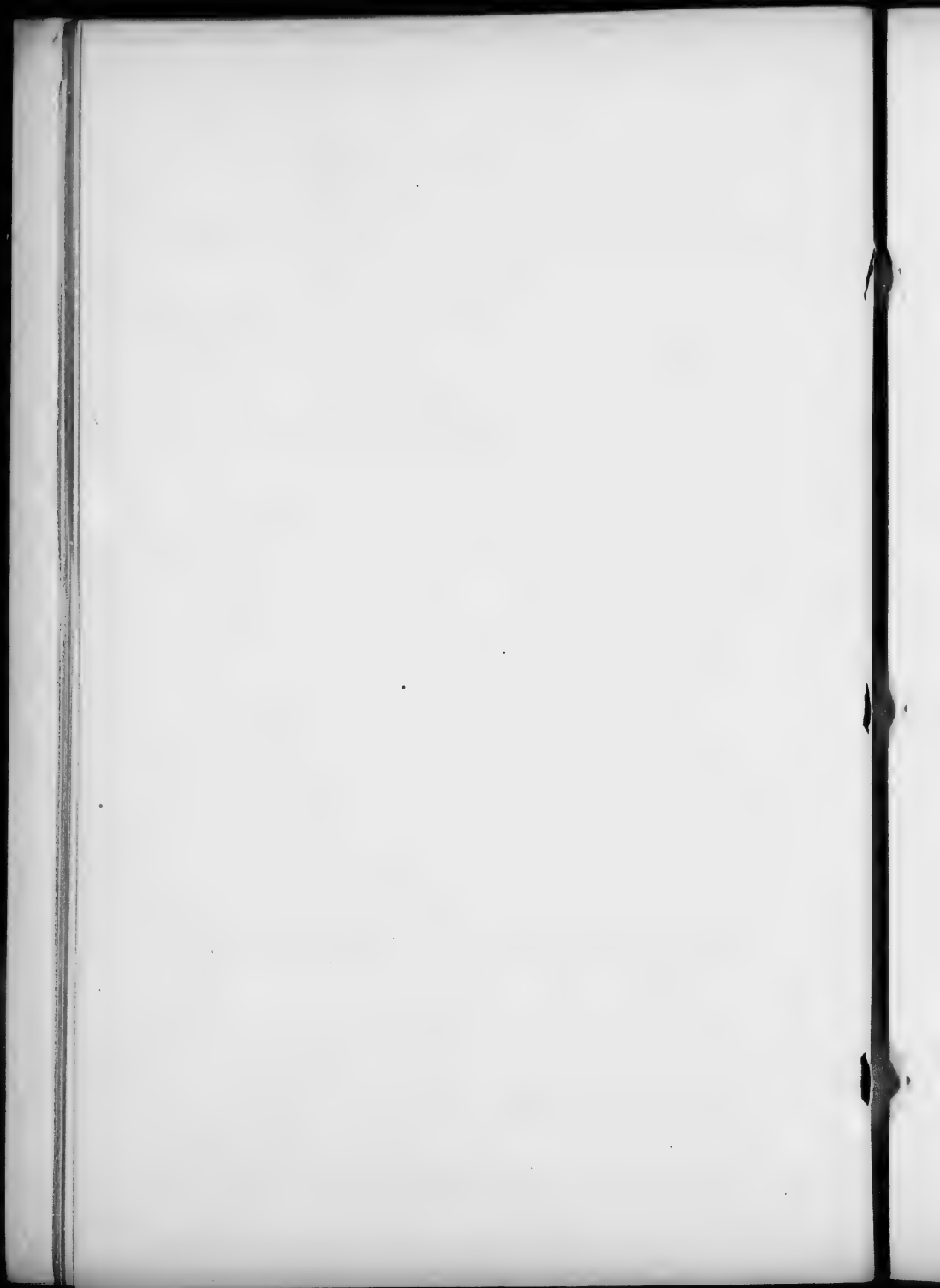
1. Dissect out and draw the appendages and mouth parts of the animal submitted.
2. Dissect out and draw the alimentary canal of this animal.
3. Dissect out and draw the nervous system of this animal.

B.

4. This form is said to belong to the segmented animals; the earthworm is also a segmented animal. Point out how the segmentation differs in this form from that of the earthworm.
5. Give a brief account of the structure of the eye in this animal. How does it differ from the eye of the Vertebrates?

C.

6. Point out the chief differences between the catfish and the Ganoid fishes.
7. Explain briefly the effects which a parasitic mode of life may have upon the structure of an animal.
8. Make a drawing to show the parts of the brain of a frog. What parts of the brain are more especially developed in man.



Education Department, Ontario

MIDSUMMER EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

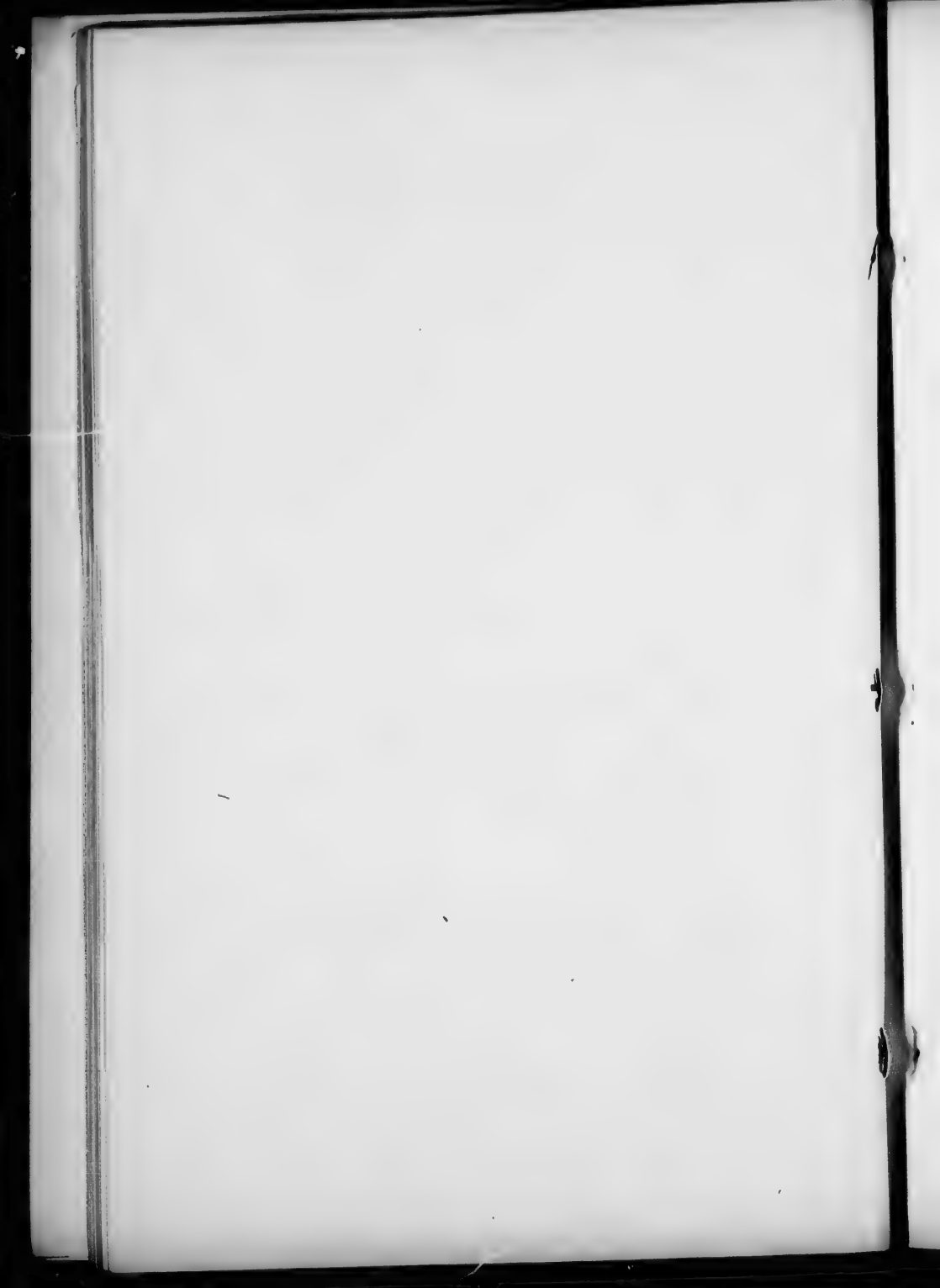
BOTANY.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: { G. CHAMBERS, B.A., M.B.
J. J. MACKENZIE, B.A.
T. H. SMYTH, M.A., B.Sc.

NOTE.—Candidates must take the first six questions and any one of the remaining two.

1. Describe fully the plant submitted.
2. Refer it to its proper position among Phanerogams and name several allied Canadian plants.
3. Draw :
 - (a) A Floral diagram.
 - (b) A longitudinal section through the flower showing the relationship of the various organs.
4. Point out the characters in this plant which you would consider belong :
 - (a) to the Family,
 - (b) to the Genus,
 - (c) to the Species.
5. Make a drawing of the microscopic preparation submitted, so as to show the different tissues giving their names.
(NOTE—Candidates are not required to draw the whole section, but only enough of it to show all the tissues and their relation to one another.)
6. Show how a transverse section through a grass stem would differ from the preparation submitted.
7. Give a brief account of the minute structure of a root. Explain how it performs its function of absorption. What other function may belong to it?
8. Mention some of the chief characters of the Algae. Give a brief account of their reproduction.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

GREEK AUTHORS.

Examiner: FRANCIS HUSTON WALLACE, M.A., B.D.

I.

1. Translate :

Καὶ τότε Ὀδυσσεὺς ὦρτο πόλινδ' ἵμεν' αὐτὰρ Ἀθήνη
Πολλὴν ἡέρα χεῦτε φίλα φρονέουσ' Ὀδυσσῆι,
Μή τις Φαιήκων μεγαθύμων ἀντιβολήσας
Κερτομέοι τ' ἐπέεσσι καὶ ἐξερέοιθ' ὃ τις εἴη.
'Αλλ' ὅτε δὴ ἄρ' ἐμελλε πόλιν δύσεσθαι ἔραυνήν,
'Ενθα οἱ ἀντεβόλησε θεὰ γλαυκῶπις Ἀθήνη
Παρθενικῇ εἰκυῖα νεήνιδι, κάλπιν ἐχούσῃ.
Στῇ δὲ πρόσθ' αὐτοῦ ὃ δ' ἀνείρετο δῖος Ὀδυσσεὺς·
"ὦ τέκος, οὐκ ἂν μοι δόμον ἀνέρος ἡγήσαιο
'Αλκινόου, δς τοῖσδε μετ' ἀνθρώποισιν ἀνάσσει ;
Καὶ γὰρ ἐγὼ ξεῖνος ταλαπεῖριος ἐνθάδ' ἰκάνω
Τηλόθεν ἐξ ἀπίης γαίης· τῷ οὐ τίνα οἶδα
'Ανθρώπων, οἳ τήνδε πόλιν καὶ ἔργα νέμονται."

HOMER, *Odyssey*, VII.

2. Parse ἵμεν, χεῦτε, φίλα, ἐξερέοιθ', εἰκυῖα.

3. Write philological notes on πόλινδ', ἡέρα, ἀντιβολήσας, γλαυκῶπις, ἀνθρώποισιν.

4. Give the principal parts of ὦρτο, ἐμελλε, δύσεσθαι, ἀνείρετο, ἰκάνω.

5. Translate :

"Ὡς φάθ', ὃ δ' ὀρμηθεὶς θεοῦ ἤρχετο, φαῖνε δ' αἰοιδὴν
'Ενθεν ἑλὼν ὡς οἱ μὲν εὐσσέλμων ἐπὶ νηῶν
Βάντες ἀπέπλειον, πῦρ ἐν κλισίῃσι βαλόντες,
'Αργεῖοι, τοὶ δ' ἤδη ἀγκαλυτὸν ἄμφ' Ὀδυσῆα
Εἶατ' ἐνὶ Τρώων ἀγορῇ κεκαλυμμένοι ἵππων·"

Αὐτοὶ γάρ μιν Τρῶες ἐς ἀκρόπολιν ἐρύσαντο.
 Ὡς ὁ μὲν ἕστηκε, τοὶ δ' ἄκριτα πόλλ' ἀγόμενον
 ἤμενοι ἀμφ' αὐτὸν τρίγα δέ σφισιν ἤνδανε βουλῇ.
 Ἥ δὲ διαπλῆξαι κοῖλον δόρυ νηλεὲς χαλκῷ,
 Ἥ κατὰ πετρῶων βαλέειν ἐρύσαντας ἐπ' ἄκρης,
 Ἥ ἰάαν μέγ' ἀγαλμα θεῶν θελκτήριον εἶναι,
 Τῇ περ δὴ καὶ ἔπειτα τελευτήσεσθαι ἔμελλεν
 Αἴσα γὰρ ἦν ἀπολέσθαι, ἐμὴν πόλιν ἀμφικαλύψῃ
 Δουράτεον μέγαν ἵππον, ὅθ' εἶατο πάντες ἄριστοι
 Ἀργείων Τρῶεσσι φόνον καὶ κῆρα φέροντες.

Ibid., VIII.

6. Parse and explain the syntax of *ἐνθεν, ἐλὼν ὥς, μιν, διαπλῆξαι, ἔμελλεν, ἀπολέσθαι*.

7. Give an account of the Homeric *αἰοδοί*.

II.

1. Translate :

ΣΩ. Τί δαί, ὦ Λυσίμαχε ; ὁπότερ, ἂν οἱ πλείους
 ἐπαιῶσιν ἡμῶν, τούτοις μέλλεις χρῆσθαι ;

ΛΤ. τί γάρ ἂν τις καὶ ποιοί, ὦ Σώκρατες ;

ΣΩ. Ἥ καὶ σύ, ὦ Μελησία, οὕτως ἂν ποιοῖς ; κἂν
 εἴ τις περὶ ἀγωνίας τοῦ νείος σοι βουλή εἴη τί χρῆ
 ἄσκειν, ἄρα τοῖς πλείοσιν ἂν ἡμῶν πείθοιο, ἢ 'κείνῳ
 ὅστις τυγχάνει ὑπὸ παιδοτρίβῃ ἀγαθῷ πεπαιδευμένος
 καὶ ἡσκηκώς ;

ΜΕ. Ἐκείνῳ εἰκός γε, ὦ Σώκρατες.

ΣΩ. Αὐτῷ ἄρ' ἂν μᾶλλον πείθοιο ἢ τέτταρσιν
 οὖσιν ἡμῖν ;

ΜΕ. Ἴσως.

ΣΩ. Ἐπιστήμη γάρ, οἶμαι, δεῖ κρίνεσθαι, ἀλλ' οὐ
 πλήθει, τὸ μέλλον καλῶς κριθήσεσθαι.

ΜΕ. Πῶς γὰρ οὐ ;

ΣΩ. Οὐκοῦν καὶ νῦν χρῆ πρῶτον αὐτὸ τοῦτο
 σκέψασθαι, εἰ ἔστι τις ἡμῶν τεχνικὸς περὶ οὗ βου-
 λευόμεθα, ἢ οὐ καὶ εἰ μὲν ἔστιν, ἐκείνῳ πείθεσθαι ἐνὶ
 ὄντι, τοὺς δ' ἄλλους ἔαν' εἰ δὲ μή, ἄλλον τινὰ ζητεῖν.
 ἢ περὶ σμικροῦ οἴεσθε νυνὶ κινδυνεύειν καὶ σὺ καὶ
 Λυσίμαχος, ἀλλ' οὐ περὶ τούτου τοῦ κτήματος δ' τῶν
 ὑμετέρων μέγιστον ὄν τυγχάνει ; νείων γάρ που ἢ
 χρηστῶν ἢ τᾶναντία γενομένων καὶ πᾶς ὁ οἶκος ὁ τοῦ
 πατρὸς οὕτως οἰκῆσεται, ὅποιοι ἂν τινες οἱ παῖδες
 γένωνται.

PLATO, *Laches*, IX.

2. Parse *δαί, πλείους, κἂν, ἡσκηκώς, οἰκῆσεται*.

3. Briefly describe the scene, the persons, the subject, and the course of this Dialogue.

4. Translate :

ΝΙ. Εὖ γε, ὦ Λάχης, ὅτι οὐδὲν οἶμι σὺ ἔτι πρᾶγμα εἶναι, ὅτι αὐτὸς ἄρτι ἐφάνης ἀνδρεία; πέρι οὐδὲν εἰδώς, ἀλλ' εἰ καὶ ἐγὼ ἕτερος τοιοῦτος ἀναφανήσομαι, πρὸς τοῦτο βλέπεις, καὶ οὐδὲν ἔτι διοίσει, ὥς ἔοικε, σοὶ μετ' ἐμοῦ μηδὲν εἰδέναι ὧν προσήκει ἐπιστήμην ἔχειν ἀνδρὶ οἰομένῳ τι εἶναι. σὺ μὲν οὖν μοι δοκεῖς ὥς ἀληθῶς ἀνθρώπειον πρᾶγμα ἐργάζεσθαι, οὐδὲν πρὸς αὐτὸν βλέπειν ἄλλὰ πρὸς τοὺς ἄλλους· ἐγὼ δ' οἶμαι ἐμοὶ περὶ ὧν ἐλέγομεν νῦν τε ἐπεικῶς εἰρῆσθαι, καὶ εἴ τι αὐτῶν μὴ ἱκανῶς εἴρηται, ὕστερον ἐπανορθώσεσθαι καὶ μετὰ Δάμωνα, οὗ σὺ πονοῖς καταγελᾶν, καὶ ταῦτα οὐδὲ ἰδὼν πώποτε τὸν Δάμωνα, καὶ μετ' ἄλλων. καὶ ἐπειδὰν βεβαιώσωμαι αὐτά, διδάξω καὶ σέ, καὶ οὐ φθονήσω· δοκεῖς γάρ μοι καὶ μάλα σφόδρα δεῖσθαι μαθεῖν.

Ibid., XXX.

5. Parse and explain the syntax of εἰδώς, διοίσει, προσήκει, εἰρῆσθαι, δεῖσθαι.

6. Decline πρᾶγμα, ἀνδρείας, ἀνδρὶ.

7. Write out the perfect indicative active of μαθεῖν.

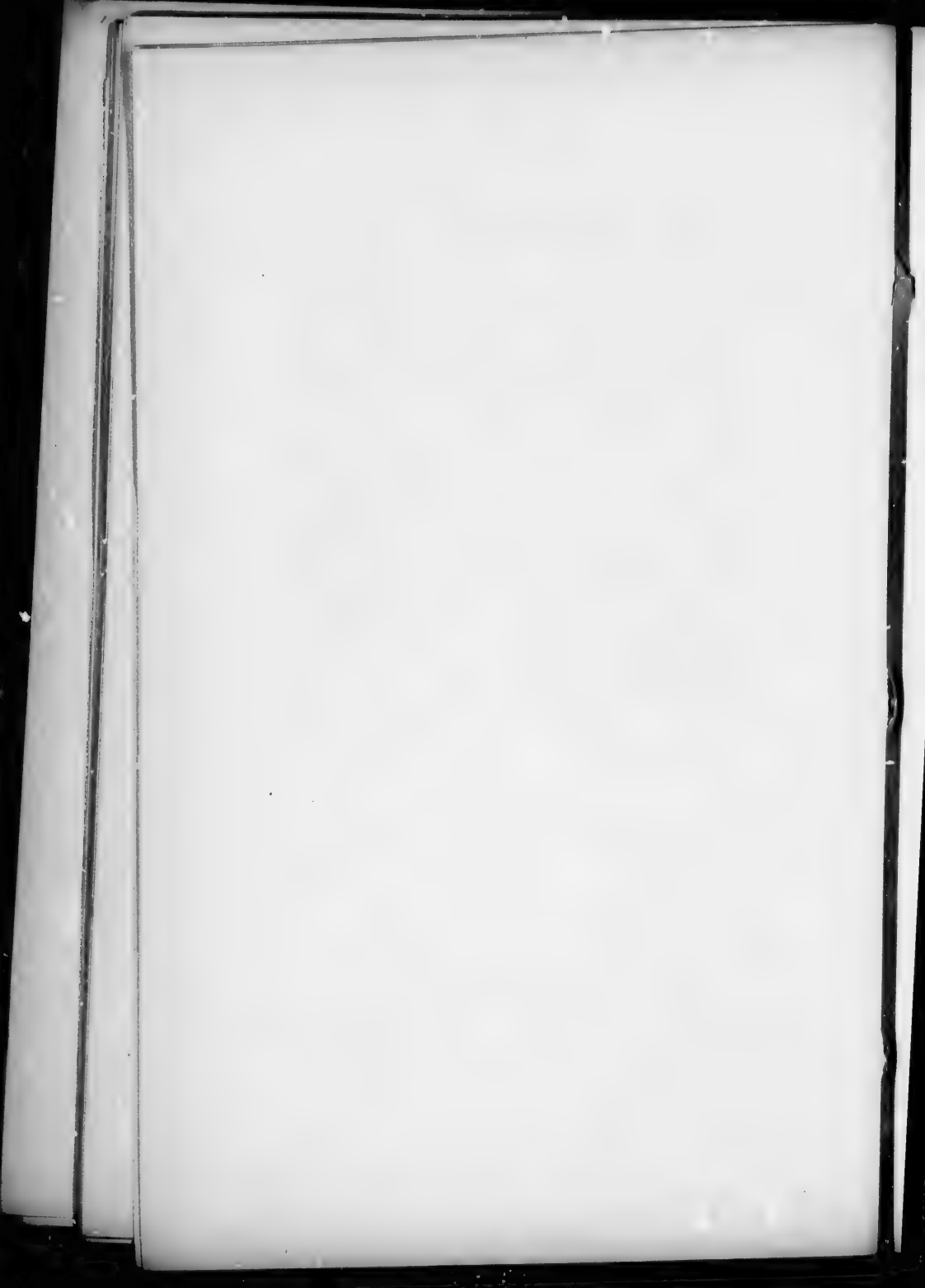
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IX.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

GREEK AUTHORS.

HONORS.

Examiner: FRANCIS HUSTON WALLACE, M.A., B.D.

I.

1. Translate :

Τὸν δ' αἶτε προσέειπε θεὰ γλαυκῶπις Ἀθήνη·
" Νήπιός εἰς, ὦ ξείν', ἣ τηλοθ' ἐν εἰλήλουθας,
Εἰ δὴ τήνδε γε γαίαν ἀνείρειαι· οὐδέ τι λίην
Οὕτω νώνυμός ἐστιν· ἴσασι δέ μιν μάλα πολλοὶ,
Ἥμην ὅσοι ναίουσι πρὸς ἡῶ τ' ἡέλιόν τε,
Ἥδ' ὅσοι μετόπισθε ποτὶ ζόφον ἡερόεντα.
Ἥτοι μὲν τρηχεῖα καὶ οὐχ ἱππήλατός ἐστιν,
Οὐδὲ λίην λυπρὴ, ἀτὰρ οὐδ' εὐρεῖα τέτυκται.
Ἐν μὲν γάρ οἱ σῖτος ἀθέσφατος, ἐν δέ τε οἶνος
Γίγνεται· αἰεὶ δ' ὄμβρος ἔχει τεθαλυῖά τ' ἔερση.
Αἰγίβοτος δ' ἀγαθὴ καὶ βούβοτος· ἔστι μὲν ὕλη
Παντοίη, ἐν δ' ἄρδμοι ἐπηετανοὶ παρέασιν.
Τῷ τοι, ξείν', Ἰθάκης γε καὶ ἐς Τροίην ὄνομ' ἔκει,
Τὴν περ τηλοῦ φασὶν Ἀχαιῖδος ἔμμεναι αἴης."

HOMER, *Odyssey*, XIII.

2. Parse εἰς, ἀνείρειαι, τέτυκται, παρέασιν, τῷ.

3. Derive νήπιός, ἡερόεντα, ἱππήλατος, ἀθέσφατος, ἐπηετανοί.

4. Decline μιν, ἡῶ.

5. Scan the last four lines of the extract.

6. Outline the story of the *Odyssey* from book XIII. to the end.

7. Translate :

ἌΩς εἰπὼν ἀνόρουσε, τίθει δ' ἄρα οἱ πυρὸς ἐγγύ·
 Εὐνὴν, ἐν δ' οἴων τε καὶ αἰγῶν δέρματ' ἔβαλλεν.
 "Εὐθ' Ὀδυσσεὺς κατέλεκτ'· ἐπὶ δὲ χλαῖναν βάλεν αὐτῷ
 Πυκνὴν καὶ μεγάλην, ἣ οἱ παρεκέσσετ' ἀμοιβὰς,
 "Εννυσθαι ὅτε τις χειμῶν ἔκπαγλος ὄροιτο.
 "Ὡς ὁ μὲν εὐθ' Ὀδυσσεὺς κοιμήσατο, τοὶ δὲ παρ' αὐτὸν
 ἄνδρες κοιμήσαντο νεηνία· οὐδὲ συνώτῃ
 "Ηνδανεν αὐτόθι κοῖτος, ὥν ἀπο κοιμηθῆναι,
 Ἄλλ' ὁ γ' ἄρ' ἔξω ἰὼν ὠπλίζετο. χαίρει δ' Ὀδυσσεὺς
 "Ὅττι ρά οἱ βίοντος περικήδετο νόσφιν ἐόντος.
 Πρῶτον μὲν ξίφος ὄξυ περὶ στιβαροῖς βάλετ' ὤμοις,
 Ἄμφι δὲ χλαῖναν ἐέσσατ' ἀλεξάνεμον, μάλα πυκνὴν,
 Ἄν δὲ νάκην ἔλετ' αἰγὸς εὐτρεφέος μεγάλιοι,
 Εἴλετο δ' ὄξυν ἄκοντα κυνῶν ἀλκτῆρα καὶ ἀνδρῶν.
 Βῆ δ' ἴμεναι κείων ὄθι περ σύες ἀργιόδοτες
 Πέτρῃ ὑπο γλαφυρῇ εὐδον, Βορέω ὑπ' ἰωγῇ.

Ibid., XIV.

8. Parse οἱ, παρεκέσσετ', ἐέσσατ', κείων, Βορέω.

9. Explain the construction in ἐννυσθαι, κοιμηθῆναι, ἐόντος.

10. State briefly the main points at issue in the Homeric controversy.

II.

1. Translate :

Θουκυδίδης Ἀθηναῖος ξυνέγραψε τὸν πόλεμον τῶν
 Πελοποννησίων καὶ Ἀθηναίων, ὡς ἐπολέμησαν πρὸς
 ἀλλήλους, ἀρξάμενος εὐθὺς καθισταμένου καὶ ἐλπίσας
 μέγαν τε ἐσεσθαι καὶ ἀξιολογώτατον τῶν προγεγενη-
 μένων, τεκμαιρόμενος ὅτι ἀκμάζοντές τε ἦσαν ἐς
 αὐτὸν ἀμφοτέρω παρασκευῇ τῇ πάσῃ καὶ τὸ ἄλλο
 Ἑλληνικὸν ὄρων ξυνιστάμενον πρὸς ἑκατέρους, τὸ
 μὲν εὐθὺς τὸ δὲ καὶ διανοούμενον. κίνησις γὰρ αὕτη
 μεγίστη δὴ τοῖς Ἑλλήσιν ἐγένετο καὶ μέρει τινὶ βαρ-
 βάρων, ὡς δὲ εἰπεῖν, καὶ ἐπὶ πλείστον ἀνθρώπων. τὰ
 γὰρ πρὸ αὐτῶν καὶ τὰ ἔτι παλαιότερα σαφῶς μὲν
 εὐρεῖν διὰ χρόνου πλῆθος ἀδύνατα ἦν· ἐκ δὲ τεκμηρίων
 ὧν ἐπὶ μακρότατον σκοποῦντί μοι πιστεῦσαι ξυμ-
 βαίνει οὐ μεγάλα νομίζω γενέσθαι οὔτε κατὰ τοὺς
 πολλοὺς οὔτε ἐς τὰ ἄλλα.

THUCYDIDES, I.

2. Explain the construction in καθισταμένου, μέγαν, τὸ μὲν εὐθὺς, ὡς δὲ εἰπεῖν, ὧν.. ξυμβαίνει.

3. Θουκυδίδης. Give a brief account of his life and literary labors.

4. Describe the ostensible and the real causes of the Peloponnesian war according to Thucydides.

5. Translate :

"Τοὺς μὲν Λακεδαιμονίους, ὧς ἄνδρες ξύμμαχοι, οὐκ ἂν ἔτι αἰτιασάμεθα ὥς οὐ καὶ αὐτοὶ ἐψηφισμένοι τὸν πόλεμόν εἰσι καὶ ἡμᾶς ἐς τοῦτο νῦν ξυνήγαγον. χρή γὰρ τοὺς ἡγεμόνας τὰ ἴδια ἐξ ἴσου νέμοντας τὰ κοινὰ προσκοπεῖν, ὥσπερ καὶ ἐν ἄλλοις ἐκ πάντων προτιμῶνται. ἡμῶν δὲ ὅσοι μὲν Ἀθηναίοις ἤδη ἐνηλλάγησαν, οὐχὶ διδαχῆς δέονται ὥστε φυλάξασθαι αὐτούς· τοὺς δὲ τὴν μεσόγειαν μᾶλλον καὶ μὴ ἐν πόρῳ κατὰ κημένους εἰδέναι χρή ὅτι, τοῖς κάτω ἦν μὴ ἀμύνωσι, χαλεπωτέραν ἔξουσι τὴν κατακομιδὴν τῶν ὥρων καὶ πάλιν ἀντίληψιν ὧν ἡ θάλασσα τῇ ἡπείρῳ δίδωσι, καὶ τῶν νῦν λεγομένων μὴ κακοὺς κριτὰς ὥς μὴ προσηκόντων εἶναι, προσδέχεσθαι δὲ ποτε, εἰ τὰ κάτω πρόοιτο, κἂν μέχρι σφῶν τὸ δεινὸν προελθεῖν, καὶ περὶ αὐτῶν οὐχ ἥσσον νῦν βουλεύεσθαι.

Ibid.

6. Parse and explain the syntax of αἰτιασάμεθα, ἐνηλλάγησαν, ἀμύνωσι, προσηκόντων, πρόοιτο.

7. Write a note on the speeches in Thucydides.

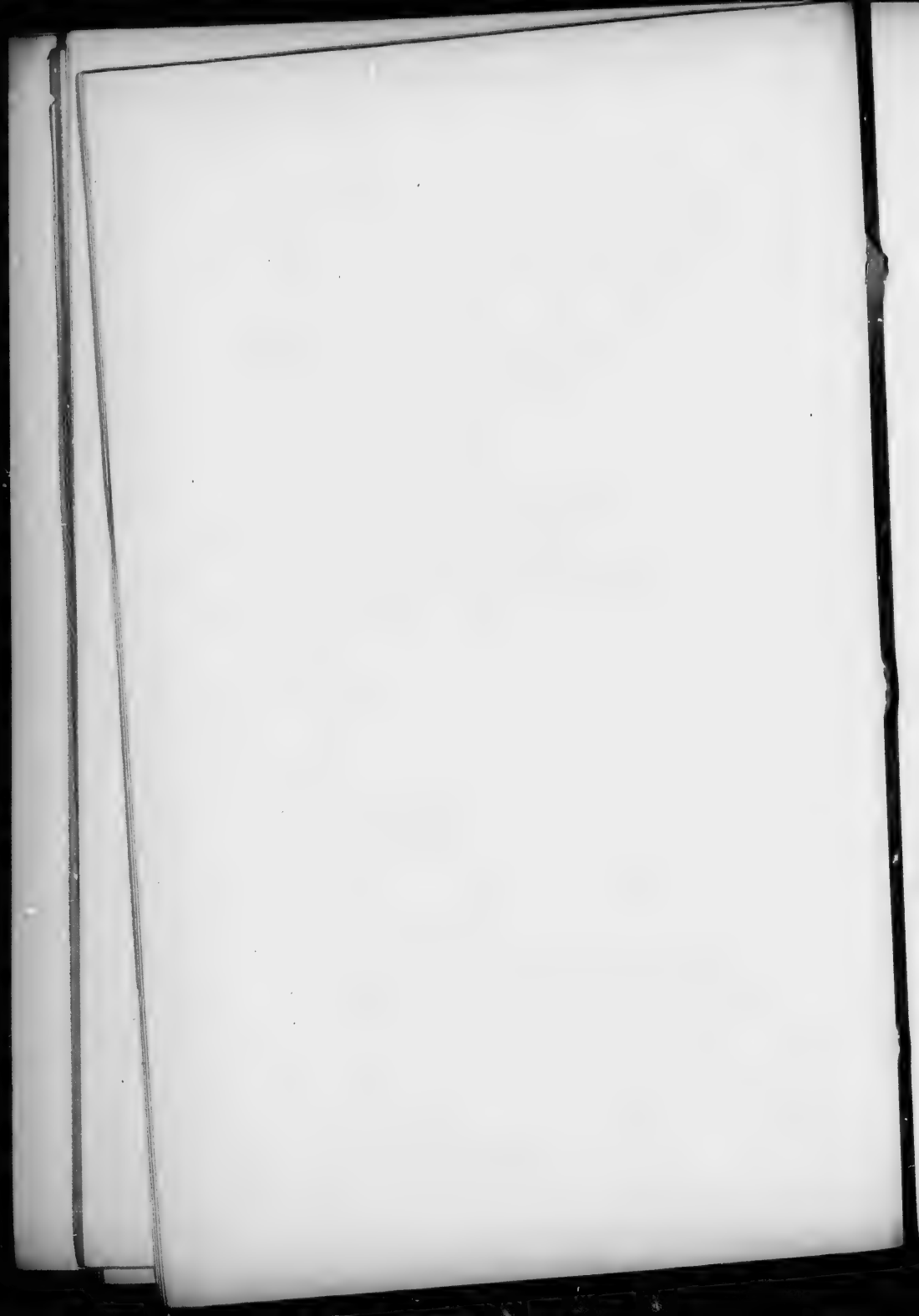
8. Translate :

Ὁ μὲν Περικλῆς τοιαῦτα εἶπεν. οἱ δὲ Ἀθηναῖοι νομίσαντες ἄριστα σφίσι παραινέειν αὐτὸν ἐψηφίσαντο ἃ ἐκέλευε, καὶ τοῖς Λακεδαιμονίοις ἀπεκρίναντο τῇ ἐκείνου γνώμῃ, καθ' ἕκαστά τε ὥς ἔφρασε καὶ τὸ ξύμπαν, οὐδὲν κελεύόμενοι ποιήσιν, δίκη δὲ κατὰ τὰς ξυνθήκας ἐτοῖμοι εἶναι διαλύεσθαι περὶ τῶν ἐγκλημάτων ἐπὶ ἴσῃ καὶ ὁμοίᾳ. καὶ οἱ μὲν ἀπεχώρησαν ἐπ' οἴκου καὶ οὐκέτι ὕστερον ἐπρεσβεύοντο.

Ibid.

9. Explain the construction in κελεύόμενοι ποιήσιν.

10. Give the gist of Pericles' advice here referred to.



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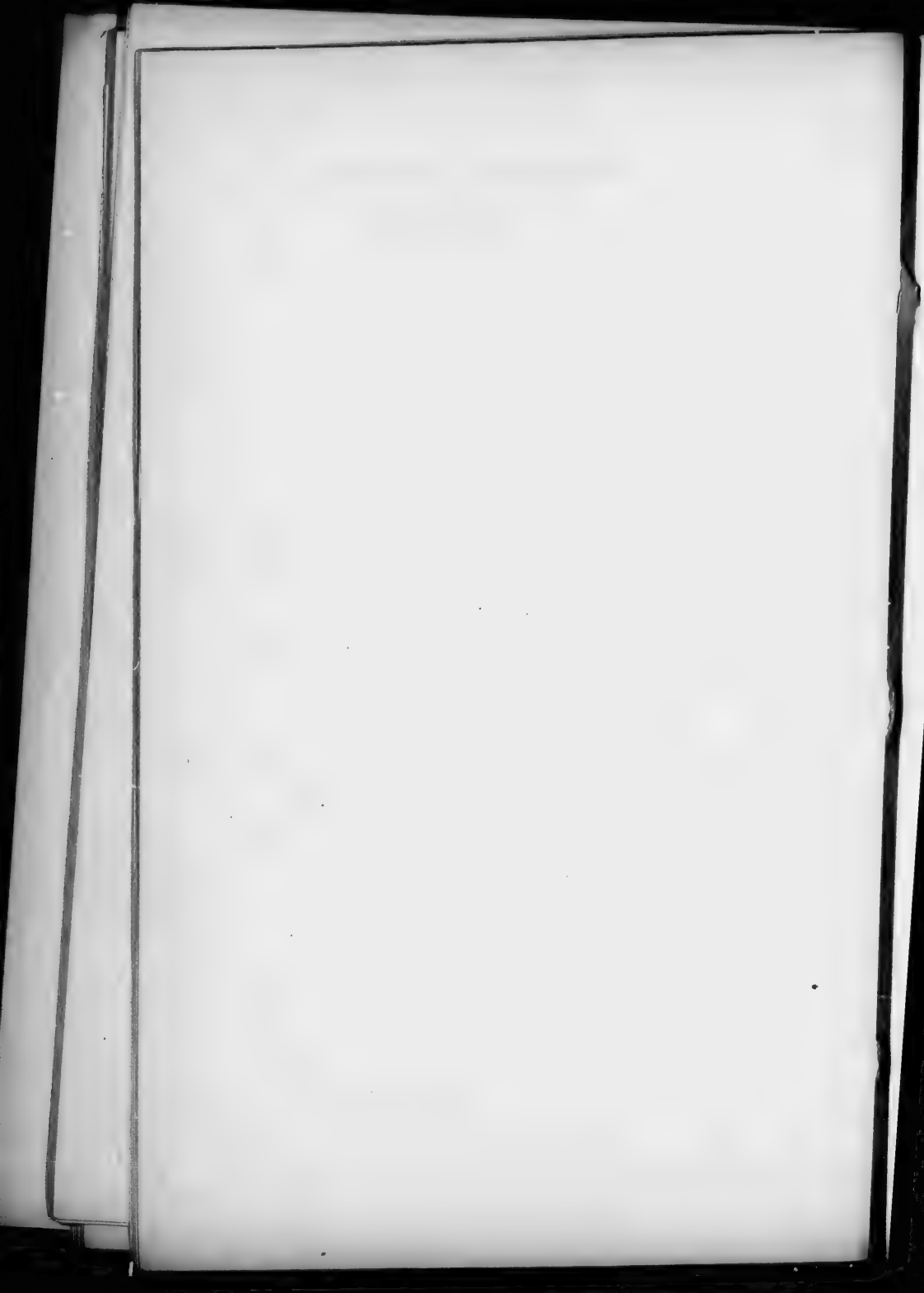
ALL THE YEARS.

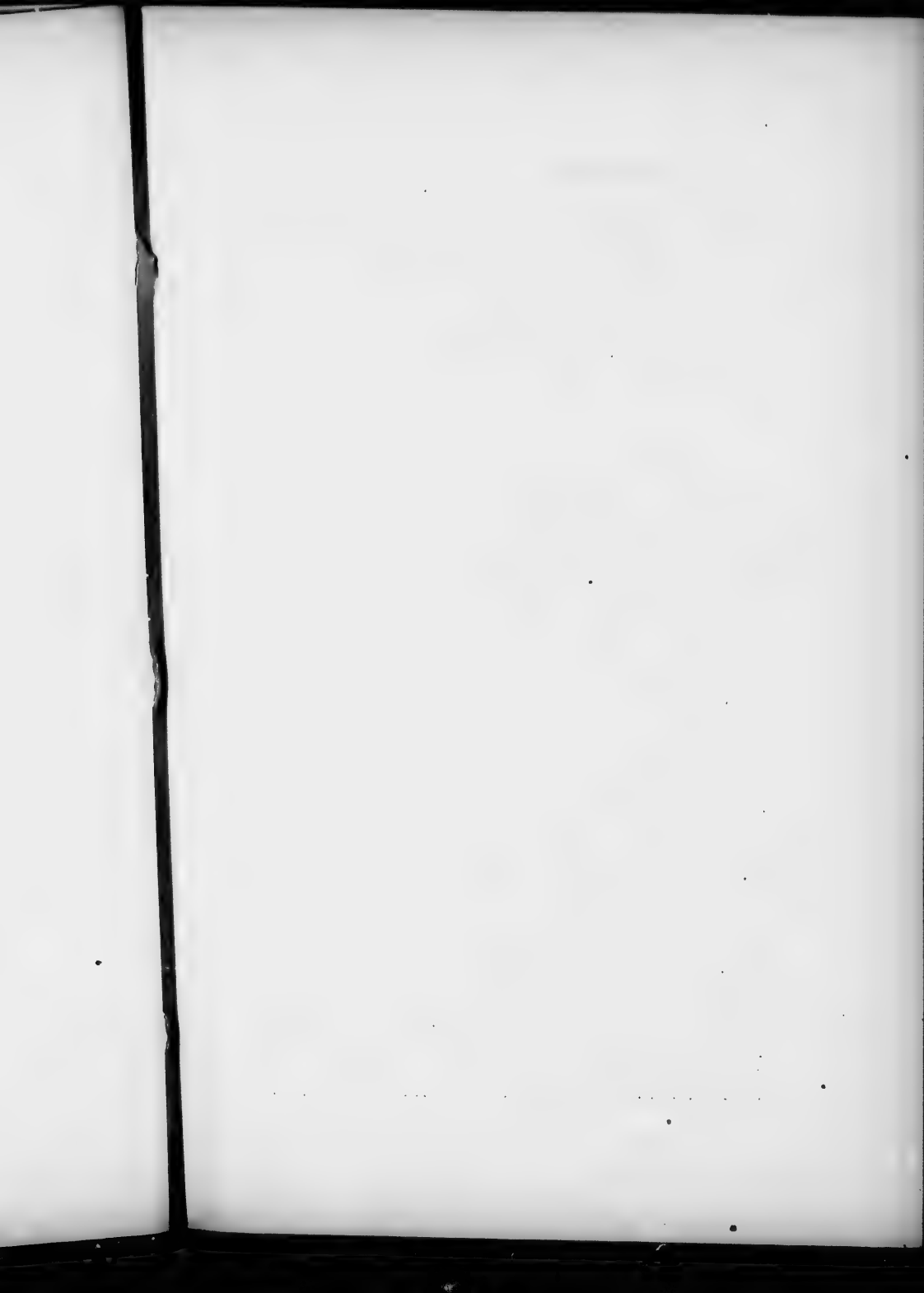
GREEK PROSE.

Examiner : W. P. MUSTARD, M.A.

Translate into Greek :

1. They said that they would beat the Athenians.
2. He has a very beautiful head.
3. The words which the soothsayer speaks are false.
4. Some went one way, others another.
5. Surely we do not persuade the gods with gifts, do we ?
6. They were more numerous than brave.
7. I went away that I might not see him.
8. If the enemy do this, we shall deprive them of their ships.
9. The law takes care that this shall not occur.
10. If he had had even three talents he would have given them to his brother.





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ANNUAL EXAMINATIONS: 1891.

FIRST AND SECOND YEARS.

GREEK PROSE.

HONORS.

Examiners: { MAURICE HUTTON, M.A.
H. R. FAIRCLOUGH, M.A.

Now, in the end of this year, and in the middle of winter, when the examination-harvest was just at its prime, with which I have both been myself afflicted and have seen others suffering, there happened to be the great festival of Heracles Phileretnos. Now, to the place where they row it may be travelled by the sacred wagons of Hephaestus, if the wind always blow steadily behind their sterns, in about half a day, and by a scratch octoreme or by a man of decent waist, marching on foot, in something less, so that as well on this account fewer men use the sacred wagons, and also because not only among the priests but especially the menials of Hephaestus, the custom is established rather to receive than to give, and it is more shameful in their eyes not to give, having been asked, than, having asked, not to obtain, notwithstanding which it seemed good to Thucydides, who wrote this history, a ship with gold silver and lumber from the Thraceward parts having lately come in, both otherwise to bid farewell to the expense and to go to the race.... Of these factions, then, Thucydides joined the Parali, at once wishing to make a display of valour to obliterate the fiasco at Amphipolis, and considering his life and his scholarship alike ephemeral he thought it would be not idiotic, reaping his enjoyments speedily, to abandon the one painlessly, at the zenith of an anaesthetic excitement, rather than, surviving, to lose

the other shamefully, something having happened at examination. And when the antagonistic octoremes appeared it seemed to those looking on to be more like a solemn procession of some god, or a burying of those fallen in war, than a race: but straightway there was a clamour: but to Thucydides it seemed most according to custom to yell "Well rowed, Four!" since he also was a citizen of my own city: which I did, adding to it with an oath, reasonably, the mud simultaneously getting into my eyes and ascending my nose.

C. E. MONTAGUE.

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ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

LATIN AUTHORS.

Examiner: FRANCIS HUSTON WALLACE, M. A., B. D.

I.

1. Translate:

MUSIS amicus tristitiam et metus
Tradam protervis in mare Creticum
Portare ventis, queis sub Areto
Rex gelidae metuatur orae,
Quid Tiridaten terreat, unice
Securus. O, quae fontibus integris
Gaudes, apricos nocte flores,
Nocte meo Lamiae coronam,
Pimplei dulcis! Nil sine te mei
Prosunt honores; hunc fidibus novis,
Hunc Lesbio sacrare plectro
Teque tuasque decet sorores.

HORACE, *Odes* 1.

2. Scan the first stanza, marking all quantities.

3. Give the principal parts of all the verbs in the extract.

4. Parse *musis, queis, orae, Pimplei*.

5. Translate:

Saepius ventis agitur ingens
Pinus, et celsae graviore casu.
Decidunt turres, feriuntque summos
Fulgura montes.
Sperat infestis, metuit secundis
Alteram sortem bene praeparatum
Pectus. Informes hiemes reducit
Jupiter, idem

Summovet. Non, si male nunc, et olim
 Sic erit. Quondam cithara tacentem
 Suscitatur musam neque semper arcum
 Tendit Apollo.
 Rebus angustis animosus atque
 Fortis appare; sapienter idem
 Contrahes vento nimium secundo
 Turgida vela.

HORACE, *Odes II.*

6. Decline together *ingens pinus*, *gravioere casu*.
7. Parse *infestis*, *idem* (in eighth line of extract),
appare, *contrahes*.

II.

1. Translate :

Neque enim est hoc dissimulandum, quod obscurari non potest, sed prae nobis ferendum : trahimur omnes laudis studio, et optimus quisque maxime gloria ducitur. Ipsi illi philosophi etiam illis libellis, quos de contemnenda gloria scribunt, nomen suum inscribunt : in eo ipso, in quo praedicationem nobilitatemque despiciunt, praedicari de se ac nominari volunt. Decimus quidem Brutus, summus ille vir et imperator, Accii, amicissimi sui, carminibus templorum ac monumentorum aditus exornavit suorum. Jam vero ille, qui cum Aetolis, Ennio comite, bellavit, Fulvius, non dubitavit Martis manubias Musis consecrare. Quare, in qua urbe imperatores prope armati poetarum nomen et Musarum delubra coluerunt, in ea non debent togati iudices a Musarum honore et a poetarum salute abhorreere.

CICERO, *Pro Archia*.

2. State the main points of this case, and outline Cicero's treatment of his subject.
3. Write notes on *illi philosophi*, *Ennio*, *togati*.
4. Translate :

Quid enim tam novum, quam adolescentulum privatum exercitum difficili reipublicae tempore conficere? Confecit. Huic praeesse? Praefuit. Rem optime ductu suo gerere? Gessit. Quid tam praeter consuetudinem, quam homini peradolescens, cujus aetas a senatorio gradu longe abesset, imperium atque exercitum dari? Siciliam per-

mitti atque Africam bellumque in ea administrandum? Fuit in his provinciis singulari innocentia, gravitate, virtute: bellum in Africa maximum confecit, victorem exercitum deportavit. Quid vero tam inauditum, quam equitem Romanum triumphare? At eam quoque rem populus Romanus non modo vidit, sed etiam omni studio visendam et concelebrandam putavit.

CICERO, *Pro Lege Manilia*.

5. Parse and explain the syntax of *adolescentulum, difficili, praesse, innocentia, visendam*.

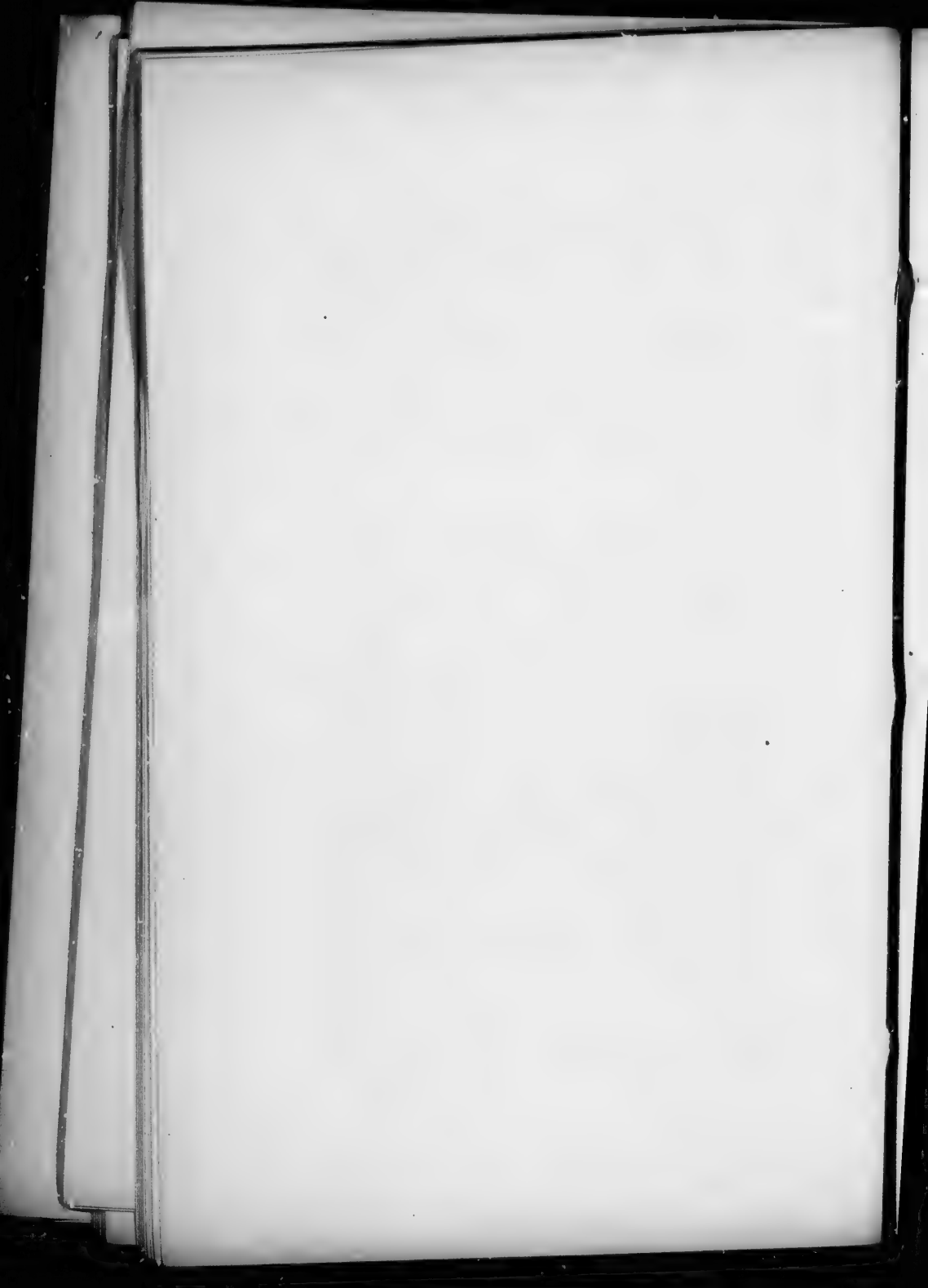
6. Explain the historical allusions of the extract.

7. Translate:

Sed, ut unde est orsa, in eodem terminetur oratio, maximas tibi omnes gratias agimus, C. Caesar, maiores etiam habemus. Nam omnes idem sentiunt, quod ex omnium precibus et lacrimis sentire potuisti: sed quia non est omnibus stantibus necesse dicere a me certe dici volunt, cui necesse est quodam modo, et quod fieri decet, M. Marcello a te huic ordini populoque Romano et rei publicae reddito, fieri id intelligo. Nam laetari omnes non de unius solum, sed de communi omnium salute sentio. Quod autem summae benevolentiae est, quae mea erga illum omnibus semper nota fuit, ut vix C. Marcello, optimo et amantissimo fratri, praeter eum quidem cederem nemini, quum id sollicitudine, cura, labore tam diu praestiterim, quam diu est de illius salute dubitatum, certe hoc tempore magnis curis, molestiis, doloribus liberatus, praestare debeo. Itaque, C. Caesar, sic tibi gratias ago, ut omnibus me rebus a te non conservato solum, sed etiam ornato, tamen ad tua in me unum innumerabilia merita, quod fieri iam posse non arbitrabar, maximus hoc tuo facto cumulus accesserit.

CICERO, *Pro Marcello*.

8. Parse and explain the syntax of *orsa, stantibus, reddito, unius, praestiterim*.



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ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

ARTS.

LATIN AUTHORS.

HONORS.

Examiner: GEORGE HUNTER ROBINSON, M.A.

I.

Translate:

At rubicunda Ceres medio succiditur aestu ;
Et medio tostas aestu terit area fruges.
Nudus ara, sere nudus ; hiems ignava colono.
Frigoribus parto agricolae plerumque fruuntur,
Mutuaque inter se laeti convivia curant.
Invitat genialis hiems curasque resolvit :
Ceum pressae quum jam portum tetigere carinae,
Puppibus et laeti nautae imposuere coronas.
Sed tamen et quernas glandes tum stringere tempus,
Et lauri baccas, oleamque, cruentaue myrta ;
Tum gruibus pedicas et retia ponere cervis,
Auritosque sequi lepores ; tum figere damas,
Stuppea torquentem Balearis verbera fundae :
Quum nix alta jacet, glaciem quum flumina trudent.

VIRGIL, *Georgics*, I.

1. Point out any grammatical peculiarities in the words *Ceres*, *fruges*, *puppibus*, *lauri*, *damas*.
2. Write brief explanatory notes on *medio aestu*, *nudus*, *genialis*, *coronas*, *Balearis*.
3. Derive *rubicunda*, *ignava*, *tum*, *quum*, *stuppea*.
4. Describe with drawings the Roman plough.

II.

Translate :

Quod superest, quaecumque premes virgulta per agros,
 Sparge fimo pingui, et multa memor occule terra;
 Aut lapidem bibulum, aut squalentes infode conchas;
 Inter enim labentur aquae, tenuisque subibit
 Halitus, atque animos tollent sata. Jamque reperti,
 Qui saxo super atque ingentis pondere testae
 Urgerent: hoc effusos munimen ad imbres;
 Hoc, ubi hiulca siti findit Canis aestifer arva.

Ibid., II

1. Parse *quod* in *quod* *superest*, *enim*, *jamque*, *reperiti*, *siti*.
2. Scan vv. 1, 2, 3, marking all quantities and caesuras.
3. Briefly express the sense of the passage without figures of rhetoric.
4. Give a brief summary of the contents of this Book.

III.

Translate :

Lex dies fuit proposita paucos; ferri coepta numquam, deposita est in senatu. Kalendis Ianuariis cum in Capitolium nos senatum convocassemus, nihil est actum prius, et id mandatu Sullae Q. Metellus praetor se loqui dixit, Sullam illam rogationem de se nolle ferri. Ex illo tempore L. Caecilius egit de re publica multa: agrariae legi, quae tota a me reprehensa et abiecta est intercessorem se fore professus est, improbis largitionibus restitit, senatus auctoritatem numquam impedivit, ita se gessit in tribunatu, ut onere deposito domestici officii nihil postea nisi de rei publicae commodis cogitarit. Atque in ipsa rogatione ne per vim quid ageretur, quis tum nostrum Sullam aut Caecilium verebatur? Nonne omnis ille terror, omnis seditionis timor atque opinio ex Autroni improbitate pendebat? Eius voces, eius minae ferebantur; eius aspectus, concursatio, stipatio, greges hominum perditorum, metum nobis seditionesque adferebant. Itaque P. Sulla hoc importunissimo cum honore, tum etiam calamita-

tis socio atque comite et secundas fortunas amittere coactus est et in adversis sine ullo remedio atque adlevamento permanere.

CICERO, *Pro Sulla*.

1. Point out any syntactical peculiarities in this passage.
2. Brief explanatory notes on *proposita, Kalendis, Capitolium, agrariae legi, stipatio*.
3. Derive *numquam, tribunatu, importunissimo, itaque, concursatio*.
4. Briefly criticise, from the above extract, Cicero's diction.

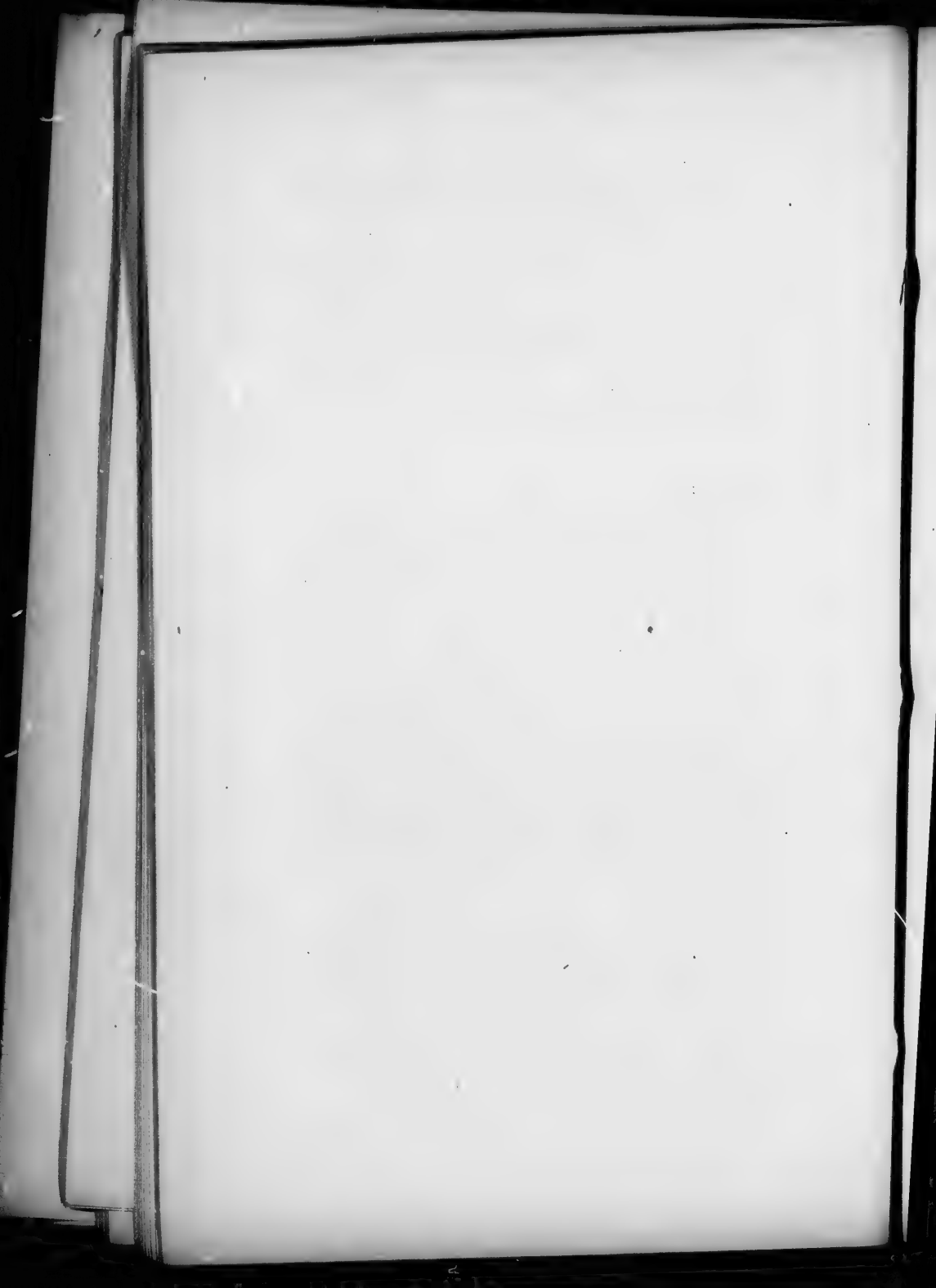
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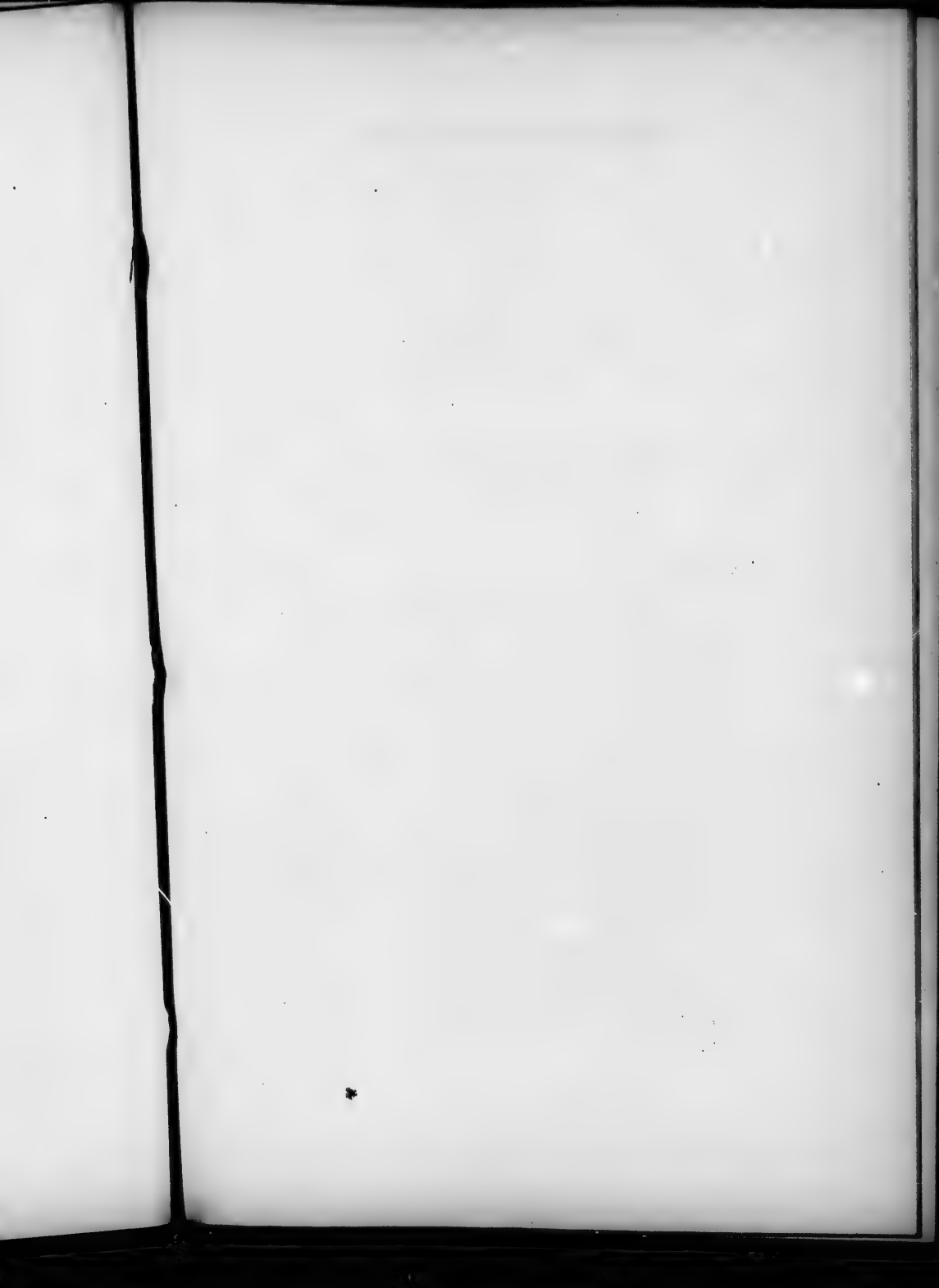
Translate :

Equidem existimo nullum tempus esse frequentioris populi quam illud gladiatorium neque contionis ullius neque vero ullorum comitorum. Haec igitur innumerabilis hominum multitudo, haec populi Romani tanta significatio sine ulla varietate universi, cum illis ipsis diebus de me actum iri putaretur, quid declaravit nisi optimorum civium salutem et dignitatem populo Romano caram esse universo? At vero ille praetor, qui de me non patris, avi, proavi, maiorum denique suorum omnium, sed Graeculorum instituto contionem interrogare solebat, "velletne me redire," et, cum erat reclamatum semivivis mercennariorum vocibus, populum Romanum negare dicebat: is, cum cotidie gladiatores spectaret, numquam est conspectus, cum veniret. Emergebat subito, cum sub tabulas subreperat, ut "mater te appello" dicturus videretur.

Ibid., Pro Sestio.

1. Write brief explanatory notes on *gladiatorium, comitorum, optimorum civium, praetor, Graeculorum*.
2. Distinguish *equidem, quidem; tempus, tempestas; universus, totus, cuncti; volo, cupio; is, ille, iste, hic*.
3. Explain the allusion in "mater te appello."
4. Explain the legal terms *de ambitu, de vi, rogatio, privilegium, adrogatio*.





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ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

PASS.

LATIN AND GREEK. TRANSLATION AT SIGHT.

Examiner: H. R. FAIRCLOUGH, M.A.

A.

Translate:

decima erat fere diei hora quum cibum capere consul milites jubet, praecipit ut in armis sint, quacumque diei noctisve hora signum dederit. Paucis milites adloquitur, Samnitium bella extollit, elevat Etruscos, nec hostem hosti nec multitudinem multitudini comparandam ait esse: praeter ea tum aliud occultum scituros in tempore, inter ea taceri opus esse. His ambagibus prodi simulabat hostes, quo animus militum multitudine territus restitueretur, et, quod sine munimento consederant, veri similis erat quod simulabatur. Curati cibo corpora quieti dant et quarta fere vigilia sine tumultu excitati arma capiunt: dolabrae calonibus dividuntur ad vallum proruendum fossasque impendendas: intra munimenta instruitur acies, delectae cohortes ad portarum exitus collocantur: dato deinde signo paulo ante lucem, quod aestivis noctibus sopitae maxime quietis tempus est, proruto vallo erupit acies; stratos passim invadit hostes, alios immobiles alios semisomnos in cubilibus suis maximam partem ad arma trepidantes caedes oppressit.

LIVY, IX.

VOCABULARY.

aestivus, pertaining to summer.

ambages, evasion.

calo, soldier's servant.

consido, take post.

cubile, bed.

curo, refresh.

dolabra, pick-axe.

elevo, make light of.

proruo, throw down.

sopio, put to sleep.

trepido, hurry with alarm.

B.

Translate :

Ἐν δὲ ταῖς Ἀθήναις τῆς Παράλου ἀφικομένης νυκτὸς ἐλέγετο ἡ συμφορὰ, καὶ οἰμωγὴ ἐκ τοῦ Πειραιῶς διὰ τῶν μακρῶν τειχῶν εἰς ἄστυ διήκεν, ὁ ἕτερος τῶ ἐτέρῳ παραγγέλλων ὥστ' ἐκείνης τῆς νυκτὸς οὐδεὶς ἐκοιμήθη, οὐ μόνον τοὺς ἀπολωλότας πενθεῖντες, ἀλλὰ πολὺ μᾶλλον ἔτι αὐτοὶ ἑαυτοὺς, πείσεσθαι νομίζοντες ὅλα ἐποίησαν Μηλῖους τε Λακεδαιμονίων ἀποίκους ὄντας, κρατήσαντες πολιορκίᾳ, καὶ Ἰστιαέας καὶ Σκιωναίους καὶ Τορωναίους καὶ Αἰγινήτας καὶ ἄλλους πολλοὺς τῶν Ἑλλήνων. τῇ δ' ὕστερα αἰ ἐκκλησίαν ἐποίησαν, ἐν ᾗ ἔδοξε τοὺς τε λιμένας ἀποχωῶσαι πλὴν ἐνὸς καὶ τὰ τεῖχη εὐτρεπίζειν καὶ φυλακὰς ἐφιστάναι καὶ τᾶλλα πάντα ὥς εἰς πολιορκίαν παρασκευάζειν τὴν πόλιν. καὶ οὗτοι μὲν περὶ ταῦτα ᾔσαν.

XENOPHON, *Historia Graeca*, II.

VOCABULARY.

ἀποίκος, colonist.

ἀποχώννυμι, bank up.

διήκω, extend.

εὐτρεπίζω, make ready.

κοιμάμαι, sleep.

οἰμωγὴ, lamentation.

πενθεῶ, bewail.

συμφορὰ, misfortune.

re
nt,
tit.
lit,
em
te-
ea
bat
tus
ant,
ant,
ibo
sine
bus
im-
ctae
dato
octi-
ruto
stes,
suis
aedes

IX.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST AND SECOND YEARS.

GREEK AND LATIN.

TRANSLATION AT SIGHT.

HONORS.

Examiner: MAURICE HUTTON, M.A.

Translate carefully:

1. 'Εν δὲ τῇσι συνοσίησι, τοῖσι εὐδαίμοσι αὐτῶν, ἑπεὶ ἀπὸ δειπνου γένωνται, περιφέρει ἀνὴρ νεκρὸν ἐν σοφῷ ξύλινον πεποιημένον, μεμιμημένον ἐς τὰ μάλιστα καὶ γραφῇ καὶ ἔργῳ, μέγεθος ὅσον τε πάντη πηχυαῖον, ἣ δίπτηχυν· δεικνὺς δὲ ἐκάστῳ τῶν συμποτέων, λέγει· "Ἐς τοῦτον ὀρέων, πῖνέ τε καὶ ἔρπευν· ἔσσαι γὰρ ἀποθανὼν τοιοῦτος." Ταῦτα μὲν παρὰ τὰ συμπόσια ποιεῦσι.

HERODOTUS, II.

2. Διὰ ταῦτα οὐ νόμος ἐστὶ σεμνύνεσθαι τὸν κυβερνήτην, καί περ σώζοντα ἡμᾶς. οὐδέ γε, ὦ θαυμάσιε, τὸν μηχανοποιόν, ὃς οὔτε στρατηγοῦ, μὴ ὅτι κυβερνήτου, οὔτε ἄλλου οὐδενὸς ἐλάττω ἐνίστε δύναται σώζειν· πόλεις γὰρ ἔστιν ὅτε ὅλας σώζει. μὴ σοι δοκεῖ κατὰ τὸν δικανικὸν εἶναι; καίτοι εἰ βούλοιο λέγειν, ὦ Καλλικλείε, ἅπερ ὑμεῖς, σεμνύνων τὸ πρῶγμα, καταχώσειεν ἂν ὑμᾶς τοῖς λόγοις, λέγων καὶ παρακαλῶν ἐπὶ τὸ δεῖν γίνεσθαι μηχανοποιούς, ὥς οὐδὲν τᾷλλά ἐστιν· ἱκανὸς γὰρ αὐτῷ ὁ λόγος. ἀλλὰ σὺ οὐδὲν ἤττον αὐτοῦ καταφρονεῖς καὶ τῆς τέχνης τῆς ἐκείνου, καὶ ὥς ἐν ὄνειδει ἀποκαλέσαις ἂν μηχανοποιόν, καὶ τῷ νιέει αὐτοῦ οὐτ' ἂν δοῦναι θυγατέρα ἐθέλοις, οὐτ' ἂν αὐτὸς τῷ σπαντοῦ λιβεῖν τὴν ἐκείνου. καίτοι ἐξ ὧν τά σπαντοῦ ἐπαινεῖς, τίτι δικαίῳ

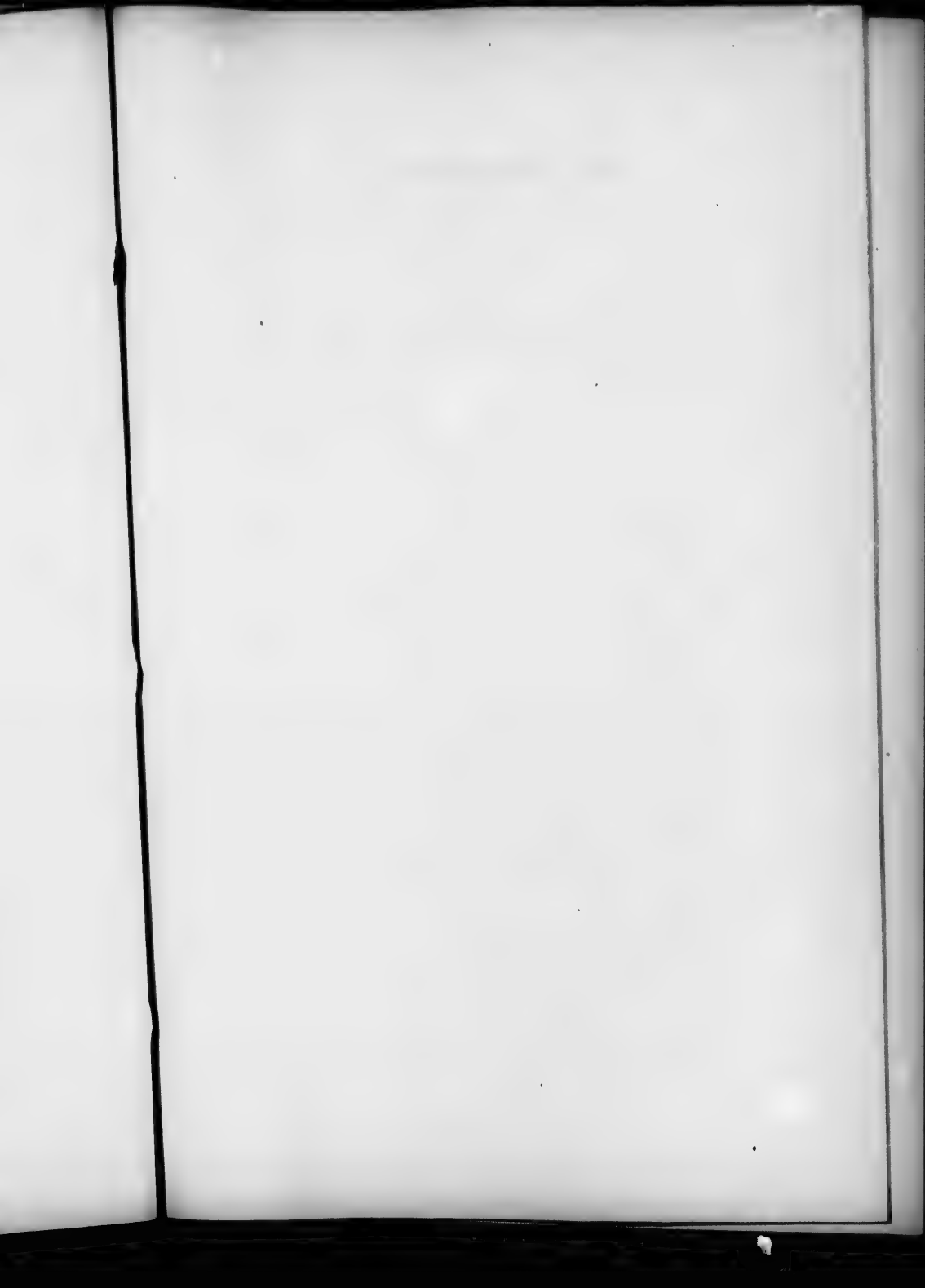
λόγῳ τοῦ μηχανοποιοῦ καταφρονεῖς καὶ τῶν ἄλλων
 ὧν νῦν δὲ, ἔλεγον; οἷδ' ὅτι φαίης ἂν βελτίων εἶναι
 καὶ ἐκ βελτιόνων. τὸ δὲ βέλτιον εἰ μὴ ἔστιν ὃ ἐγὼ
 λέγω, ἀλλ' αὐτὸ τοῦτ' ἔστιν ἀρετὴ, τὸ σῶζειν αὐτὸν
 καὶ τὰ αὐτοῦ ὄντα ὁποῖός τις ἔτυχε, καταγέλαστός
 σοι ὁ ψόγος γίγνεται καὶ μηχανοποιοῦ καὶ ἱατροῦ
 καὶ τῶν ἄλλων τεχνῶν, ὅσαι τοῦ σῶζειν ἐνεκα πεποι-
 ηνται. ἀλλ', ὦ μακάριε, ὅρα μὴ ἄλλο τι τὸ γενναῖον
 καὶ τὸ ἀγαθὸν ἢ τοῦ σῶζειν τε καὶ σῶζεσθαι. μὴ γὰρ
 τοῦτο μὲν τὸ ξῆν ὁπόσον δὴ χρόνον, τὸν γε ὡς ἀληθῶς
 ἄνδρα ἐάτεον ἔστί καὶ οὐ φιλοψυχητέον, ἀλλὰ ἐπι-
 τρέψαντα περὶ τούτων τῷ θεῷ καὶ πιστεύσαντα ταῖς
 γυναιξίν ὅτι τὴν εἰμαρμένην οὐδ' ἂν εἰς ἐκφυγοί, τὸ
 ἐπὶ τούτῳ σκεπτέον τίς ἂν τρόπον τοῦτον ἂν μέλλοι
 χρόνον βιῶναι ὡς ἄριστα βίῃη.

PLATO, *Gorgias*.

3. Itaque minime mirum est, nec Oppiam nec aliam ullam tum legem desideratam esse, qui e modum sumptibus mulierum faceret, quum aurum et purpuram data et oblata ultro non accipiebant. Si nunc cum illis donis Cineas urbem circumiret, stantes in publico invenisset, quae acciperent. Atque ego nonnullarum cupiditatum nec causam quidem aut rationem inire possum. Nam ut, quod alii liceat, tibi non licere, aliquid fortasse naturalis aut pudoris aut indignationis habeat; sic aequato omnium cultu, quid unaquaeque vestrum veretur, ne in se conspiciatur? Pessimus quidem est pudor vel parsimoniae vel paupertatis: sed utrumque lex vobis demit, quum id, quod habere non licet, non habetis. "Hanc," inquit, "ipsam exaequationem non fero," illa locuples. "Cur non insignis auro et purpura conspicior? cur paupertas aliarum sub hac legis specie latet, ut, quod habere non possunt, habiturae fuisse, si liceret, videantur?" Vultis hoc certamen uxoribus vestris iniicere, Quirites, ut divites id habere velint, quod nulla alia possit; pauperes, ne ob hoc ipsum contemnantur, supra vires se extendant? Nae, simul pudere, quod non oportet, coeperit; quod oportet, non pudebit. Quae de suo poterit, parabit: quae non poterit, virum rogabit. Miserum illum virum, et qui exoratus, et qui non exoratus erit! quum, quod ipse non dederit, datum ab alio videbit. Nunc vulgo alienos viros rogant, et quod maius est, legem et suffragia rogant, et a quibusdam impetrant, adversus te et

rem tuam et liberos tuos inexorabiles. Simul lex modum sumptibus uxoris tuae facere desierit, tu nunquam facies. Nolite eodem loco existimare, Quirites, futuram rem, quo fuit, antequam lex de hoc ferretur. Et hominem improbum non accusari tutius est, quam absolvi: et luxuria non mota tolerabilior esset, quam erit nunc, ipsis vinculis, sicut ferae bestiae, irritata, deinde emissa. Ego nullo modo abrogandam legem Oppiam censeo. Vos quod faxitis, deos omnes fortunare velim.

LIVY.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

FIRST YEAR.

LATIN AND GREEK GRAMMAR.

Examiner : H. R. FAIRCLOUGH, M.A.

A.

1. Decline, in combination, *gravius onus* ; *tres quercus* ; *eadem domus*.
2. Give the gender and genitive sing. of the following : *genus*, *pauperies*, *as*, *exitus*, *pecus*, *tellus*, *gens*, *iens*, *seges*, *fides*.
3. Compare *magnopere*, *multum*, *benevolus*, *senex*, *amabilis*.
4. Specify the form of the verb found in *fando*, *inquit*, *capta*, *ierit*, *ait*, *sustulisset*, *constitit*, *defessi*, *norint*, *ausce*, and give principal parts of each.
5. How do you express in Latin the place at which, and the place to which ?
6. State the syntax of verbs of commanding, and of verbs of advising.

Translate : (a) The general commanded his men to march out of camp ; (b) I warned him that the enemy was near.

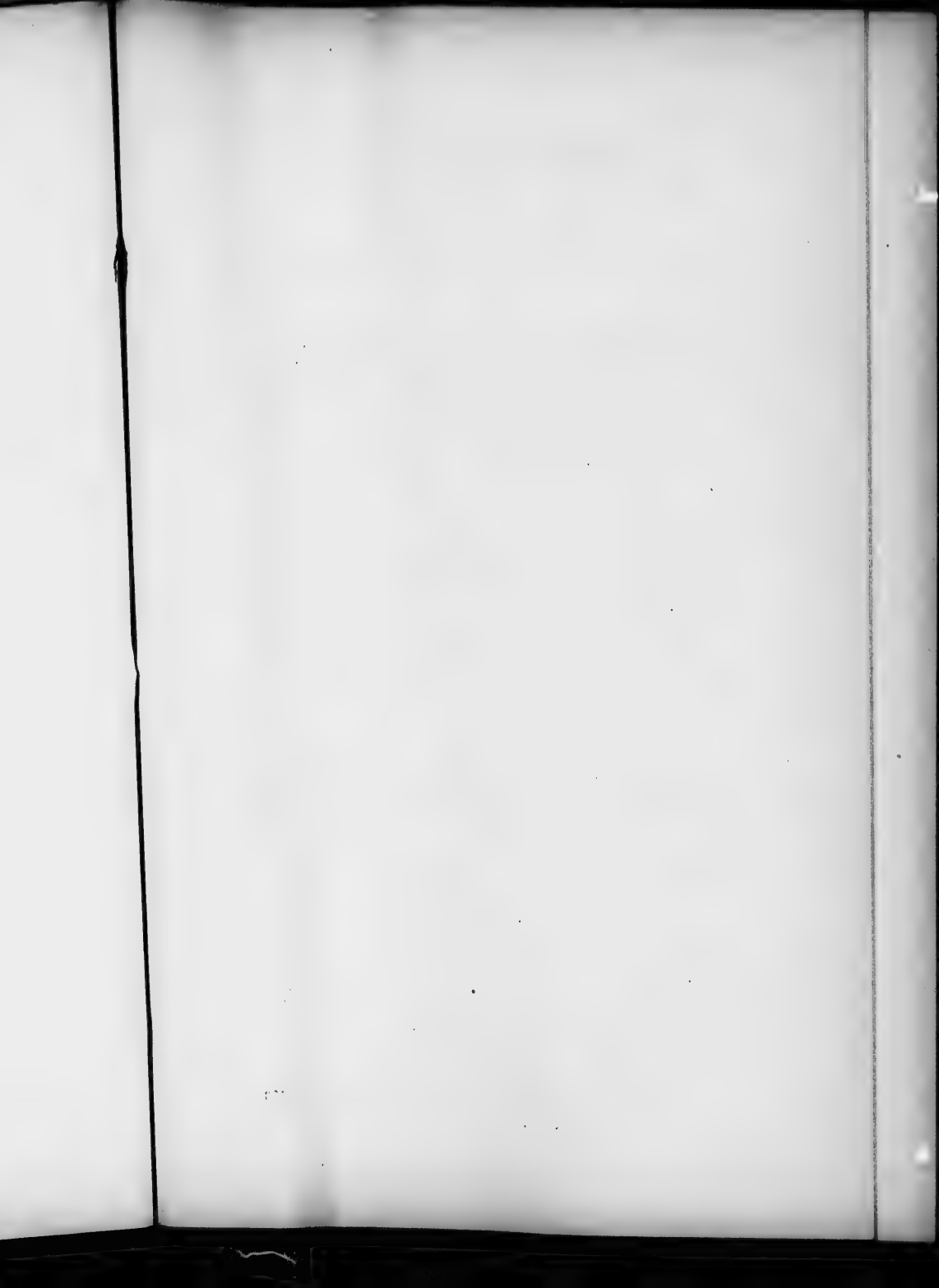
7. How would you translate the italicized words in the following sentence :

He did not know the *motive* of the betrayer, the *character* of the general, the *time* of the battle, or the *extent* of the loss ?

8. Illustrate the various ways of expressing *permission* and *duty* in Latin.

B.

1. Decline in full, ἀνὴρ, ἱερεὺς, νεανίας, ἡδύς.
2. Compare ἡδύς, αἰσχρὸς, κακός, εὖ, μάλα.
3. What is the nominative sing. of ταῦτά, ἄττα, μείζους, τριχός, αἰδοῦς, ὅτῳ ?
4. Specify the form, and give the principal parts of, ἐτίμων, θέντα, λιπέτω, ἀπήει, ἐλθοῦσι, ληφθέντα, πρᾶξον.
5. Write down the perfect indic. pass. of, γράφω ; the aor. 2nd participle act. nom. sing. of ἵστημι ; the pres. infin. act. of δουλοῶ ; the aor. ind. act. of δίδωμι ; the infinitives, middle and passive, of λύω.
6. How does Greek compare with Latin in regard to the expression of purpose, and indirect narration ?



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FIRST YEAR.

LATIN AND GREEK GRAMMAR. PASS AND HONORS.

Examiner : H. R. FAIRCLOUGH, M.A.

A.

1. Give the gen. sing. and pl. of *sidus*, *jecur*, *jugerum*, *melius*, *nullus*, *vetus*, *aliud genus*, *iens*, *anceps*, *domus*.
2. Give the voc. sing. of *deus*, *meus*, *Tullius*, *vetus*.
3. Give the abl. sing. of *facilis*, *senex*, *quisque*, *asper* *sitis*.
4. Compare *integer*, *nobilis*, *humilis*, *nuper*, *juvenis*, *benevolus*, *male*, *multum*.
5. From *lego*, read ; *durus*, hard ; *mare*, sea ; *acer*, sharp ; *edo*, eat ; *homo*, man ; *Salamis* ; *Cythera* ; *capio*, take, and *vereor*, be timid—form words that denote (a) a reader, to read often ; (b) to grow hard ; (c) belonging to the sea ; (d) sharpness ; (e) to desire to eat ; (f) a manikin, no one ; (g) belonging to Salamis ; (h) belonging to Cythera ; (i) taken prisoner ; (k) timid.
6. Parse the following forms (from Horace, Od. I.), and give principal parts : *nearis*, *sortiere*, *desectam*, *obsita*, *inhorrui*, *compulerit*, *questae*, *affatus*, *constiterint*, *orte*.
7. Translate and explain the syntax of the following :
 - (a) *Odi odioque sum Romanis*.
 - (b) *Nescias, an te generum beati Phyllidis flavae decorent parentes*.
 - (c) *Interim quotidie Caesar Aeduos frumentum flagitare*.

(d) Tanta fuit caedes ut nemo superfuturus fuerit.

(e) Hunc hominem, si ulla in te esset pietas, colere debebas.

8. Horace, Od. I., 11.

Explain the mood and tense of *quaesieris, dederint, erit, tribuit, resces, fugerit*.

B.

1. Decline in combination *αὕτη ἡ γυνή, μείζων ναῦς, εὐγενής, βασιλεύς*.

2. Give gen. sing. and dat. pl. of *λελυκώς, λυθείς, μέλας, ἡδύς, κύων, ἡχώ, γένος, θυγάτηρ, ἡγεμών, οἷς*.

3. Compare *ὑβριστής, φίλος, ὀλίγος, ῥάδιος, μάλα, βεβαίως, πένης, σώφρων*.

4. Write down aor. 2nd imper. act. of *τίθημι* and *λείπω*: imperfect indic. mid. of *ἔχω* and imperfect indic. of *εἶμι*: perfect indic. act. of *βαίνω* and *ἵστημι*: and perf. indic. pass. of *πείθω*.

5. Parse the following forms: *φανῶμεν, εἶσαν, εἰδέναι, μαθεῖν, ἐλεῖν, ἐώρων, δουλοῦν, ἀφίεται*.

6. Translate the following, commenting on syntax:

(a) *οὐκ ἔχομεν ὅτου σίτον ὠνησόμεθα*.

(b) *ὅπως περὶ τοῦ πολέμου μηδὲν ἐρεῖς*.

(c) *φιλῶ ὅστις ἂν ἀγαθὸς ᾖ*.

(d) *οὐκ ἄπειμι πρὶν ἂν ἴδω*.

7. Adapt 6 (c) to past time, and (d) to a preceding ἔφη.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

ALL THE YEARS.

LATIN AND GREEK GRAMMAR AND PHILOLOGY.

HONORS.

Examiner: J. C. ROBERTSON, B.A.

NOTE.—For First Year Candidates seventy-five per cent. will be considered a full paper, and for Second Year Candidates eighty-five per cent.

I.

1. In the following lines of Homer point out and account for the irregularities of scansion:

αἴσιμα παρειπών· ὁ δ' ἀπὸ ἔθεν ὄσατο χειρὶ,
λαοὶ μὲν ῥα γέροντα μόγῃς ἔχον ἀσχαλόνωντα,
Τρῳσὶ τε καὶ Τρῳῆσι κατὰ πτόλιν, οἷ σε θεὸν ὧς.

2. Give Latin cognates for ἔπου, χθαμαλός, ἔνθα, ἄμα, βαίνω, δασύς, and Greek cognates for *vetus*, *-que*, *gravis*, *liber*, *fido*, *vivo*, *mortalis*.

3. Account for the various forms the root assumes in the following verbs: ἔχω, ἔξω, ἔσχω; πᾶσχω, πείσσομαι, πέπονθα, ἔπαθον; ἐλεύσομαι, ἐλήλυθα, ἦλθον; βλώσσω, ἔμολον; ῥέω, ἐρρύην; πέρθω, πέπορθα, ἔπραθον; γίγνομαι, γενήσομαι, γέγονα, γέγαμεν; ἀποέρση, ἀπούρας.

4. Show how Comparative Philology tends to harmonize the variations in the Greek augment.

5. What changes does original *s* undergo in Greek and Latin when (a) initial before a vowel, semi-vowel or liquid, (b) medial between vowels? Illustrate.

Explain the following cases: σέυω, σέ, σύν, γένεσι, λέλυσαι, λύσω, πέπυσαι, θρασύς, μέσος, φασί, *miisī*, *causa*, *desunt*, *esurio*.

6. Account for the following : *ρα ἰν πατράσι ; ἐπτά = septem ; ἡμεῖς = ἄμμε ; μείζω = μείζονα ; ἡδύς = suavis ; honos = honor ; ἅττα = τινά ; quem = τίνα ; est = edit ; conficio, desilio, for confucio, desalio ; m. εἰς, f. μία, n. ἓν ; the accent of πόλεως ; μὴ κλέπτε but not μὴ κλέψον.*

II.

1. Trace the development of Hypotaxis from Parataxis, paying special attention to the use of the subjunctive and optative moods in dependent sentences.

2. Translate the following sentences, and explain anything noteworthy or peculiar in the syntax :

(a) Si quid de his rebus dicere vellet, feci potestatem. (CIC.)

(b) Iam dudum exspecto si tuum officium scias. (PLAUT.)

(c) Alius alia causa illata, quam sibi ad proficiscendum necessariam esse diceret, petebat ut ejus voluntate discedere liceret. (CAES.)

(d) Si licitum esset, comitia in a. d. V. Kal. Mart. edicebat.

(e) Dicam id quod sentio, Quirites. (CIC.)

(f) Multa bello passus, dum conderet urbem. (VIRG.)

(g) Gabinium statim, nihil dum suspicantem, vocavi. (CIC.)

(h) Dic quid vis faciam. (TER.)

(i) Me caecum, qui haec ante non viderim. (CIC.)

(k) Si illis temporibus natus esses quum ab aratro arcescebantur, compared with, Accepit enim agrum iis temporibus quum jacerent pretia praediorum. (CIC.)

(l) Exire ex urbe jubet consul hostem. Interrogas me, num in exsilium? Non jubeo; sed si me consulis, suades. (CIC.)

(m) Nunc age, naturas apibus quas Juppiter ipse Addidit, expediam. (VIRG.)

3. Translate the following sentences, and explain anything noteworthy or peculiar in the syntax :

(a) Φίλιππος Ἀλόννησον ἐδίδου, Δημοσθένης δὲ ἀπηγόρευε μὴ λαμβάνειν. (AESCH.)

(b) Εἰ μὴ ἐξεφύγομεν εἰς Δελφοὺς, ἐκινδυνεύσαμεν ἀπολέσθαι. (AESCH.)

(c) "Ομως δὲ δεῖ...πειρᾶσθαι ὅπως ἡμὲν δυνώμεθα καλῶς νικῶντες σωζώμεθα· εἰ δὲ μὴ, ἀλλὰ καλῶς γε ἀποθνήσκωμεν, ὑποχείριοι δὲ μηδέποτε γενώμεθα ζῶντες τοῖς πολεμίοις· οἶμαι γὰρ ἂν ἡμᾶς τοιαῦτα παθεῖν ὅλα τοὺς ἐχθροὺς οἱ θεοὶ ποιήσιν. (XEN.)

(d) Οὐκ οἶδ' ἂν εἰ πείσασαιμι. (EUR.)

(e) Οἱ ἵππεῖς ἀποκτείνουσι τῶν ἀνδρῶν οὐ μείον πεντακοσίους. (XEN.)

(f) χρὴ τὴν σῶφρονα πόλιν τὸν ἐν τῷ συμβουλευεῖν μὴ τυχόντα τῆς ὀρθῆς γνώμης οὐχ ὅπως ζημιοῦν ἀλλὰ μὴδ' ἀτιμάζειν. (THUC.)

(g) Ἐπισχὼν ἂν, ἕως οἱ πλείστοι τῶν εἰωθότων γνώμῃν ἀπεφήναντο, εἰ ἤρεσκέ τί μοι, ἡσυχίαν ἂν ἦγον. (DEM.)

(h) Θεμιστοκλῆς φράζει τῷ ναυκλήρῳ ὅστις ἐστὶ καὶ δι' αὐτοῦ φεύγει. (THUC.)

(i) Ἡ οἰμωγὴ ἐκ τοῦ Πειραιῶς διὰ τῶν μακρῶν τειχῶν εἰς ἄστυ διήκεν, ὁ ἕτερος τῷ ἑτέρῳ παραγγέλλων· ὥστ' ἐκείνης τῆς νυκτὸς οὐδεὶς ἐκοιμήθη, οὐ μόνον τοὺς ἀπολωλότας πενθοῦντες... (XEN.)

(k) πόλλ' ἂν ἔχων ἕτερόν εἰπεῖν, παραλείπω. (DEM.)

(l) Οἱ ἐν τῷ δικαστηρίῳ τότε δικάζοντες ταῦτα συνίσασιν. (DEM.)

(m) Οἱ Λακεδαιμόνιοι τῶν ἄλλων Ἑλλήνων τὸν βουλόμενον ἐκέλευον ἔπεσθαι πλὴν Ἰώνων καὶ Ἀχαιῶν καὶ ἔστιν ὧν ἄλλων ἐθνῶν. (THUC.)

4. (a) How does Latin express the ideas which in Greek may be conveyed by the ordinary use of the participle or infinitive?

(b) How does Greek express the ideas which in Latin may be expressed by the subjunctive in subordinate sentences?

Arrange your answer in parallel columns, without examples.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FIRST YEAR.

LATIN PROSE.

Examiner : GEO. H. ROBINSON, M.A.

There was one Turnus Herdonius of Aricia who made a violent attack on Tarquin for his absence. No wonder, he said, they style him Proud at Rome ; for by this title he was already widely known, though not in public or beyond a whisper. Can anything show greater pride than thus to trifle with the Latin nation ? The chiefs are summoned to a distance from their homes, while he who called the meeting stays away. Of course he is trying our forbearance, that, if we once accept the yoke, he may crush us under foot. For who can doubt that what he aims at is the sovereignty of Latium ? True, if his own countrymen did well to trust him with the crown—granting it came to him thus, and not by violence and parricide—the Latins, too, may feel obliged to follow suit ; yet, no, not even then, considering his foreign birth.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

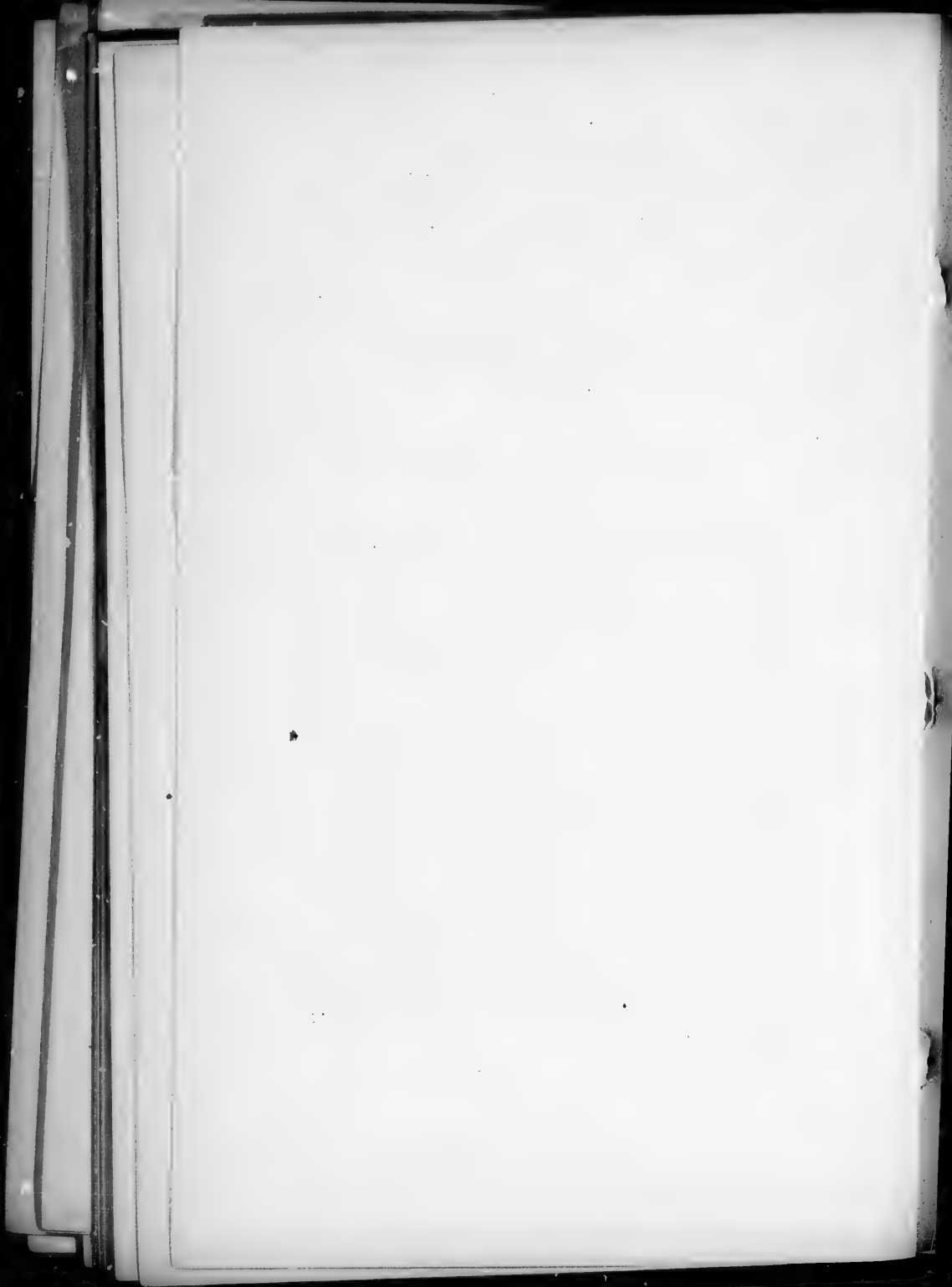
FIRST YEAR.

LATIN PROSE COMPOSITION.

HONORS.

Examiner : WILLIAM DALE, M.A.

The friends of Cicero, more terrified and perplexed than ever, now made a last effort to secure the protection, or at least ascertain the intentions of the consuls and triumvirs. They deemed it impossible that any men who aspired to hold the reins of government should continue to countenance the violence of a faction which had taken possession of the streets. But Gabinius treated their representations with scorn. Piso, to whom, as a family connexion, Cicero applied in person, though less rude, proved not more tractable. He explained to him that Gabinius was compelled by his poverty, if not by his inclination, to espouse the popular side, and that since he despaired of obtaining anything from the senate, his hopes of succeeding to a rich province depended upon the favour of the tribunes. It was his own duty, he argued, to advance the interests of his colleague, just as Cicero himself had catered for Antonius : irony the more cutting, since it was rumoured, falsely we may believe, that, in conceding to Antonius the government of Macedonia, the orator had stipulated for a share of its expected profits. In conclusion he coldly took leave of his visitor, recommending him, as the common duty of every citizen, to provide for his own interests and safety.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

FIRST YEAR.

GREEK AND ROMAN HISTORY.

Examiners : { WILLIAM DALE, M.A.
H. R. FAIRCLOUGH, M.A.

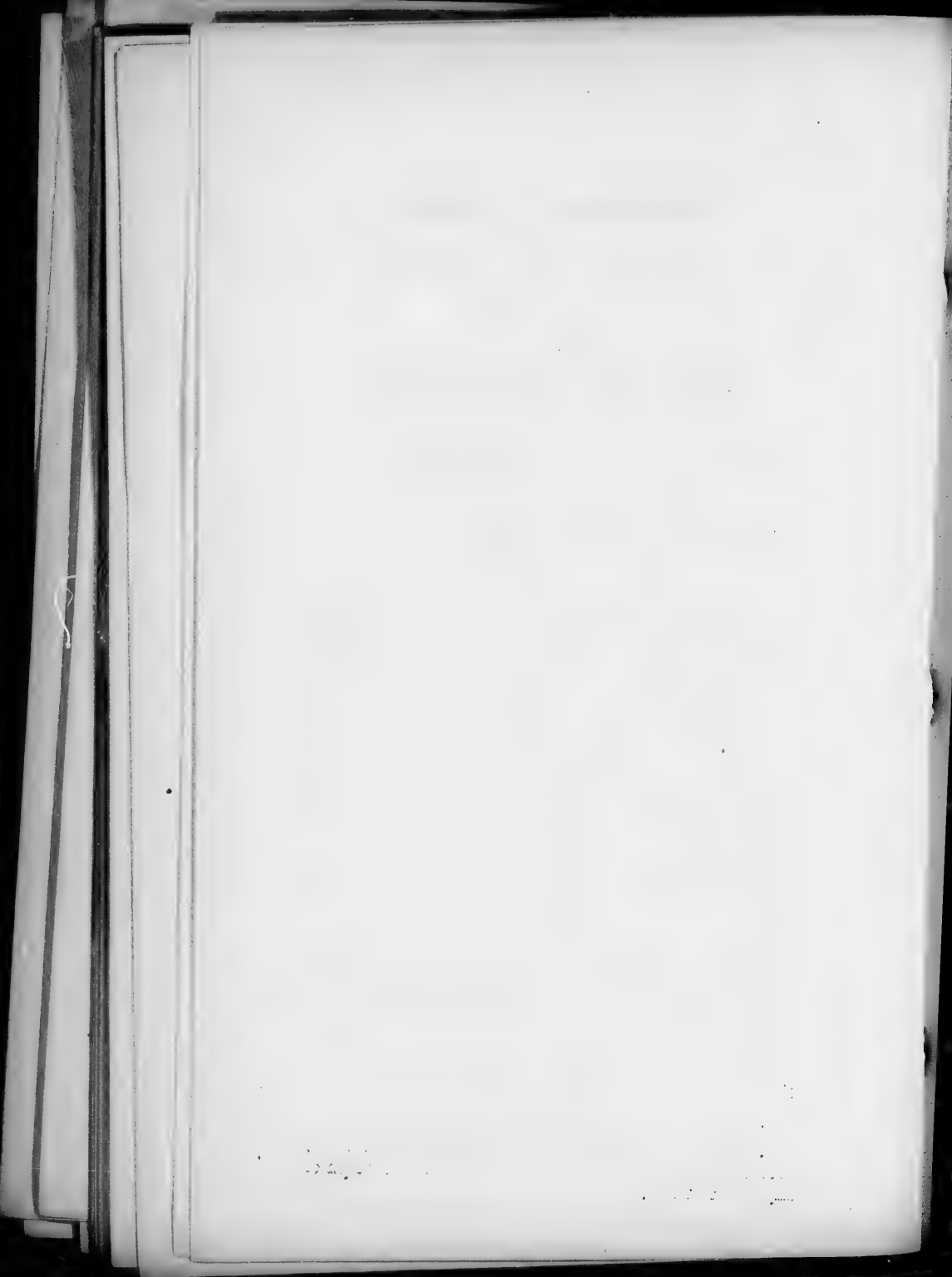
NOTE.—Candidates are requested to enclose the answers to questions in sections A. and B. in separate envelopes.

A.

1. Name some of the prominent Greek tyrants. What causes generally gave them power, and how were they overthrown ?
2. What steps are noticeable in the growth of the democratic government of Athens ?
3. Give an account of the leading men of Athens during the Peloponnesian war.
4. Give an account of Greek literature during the Peloponnesian war.
5. Sketch the development of Macedonian power.
6. Write notes on Achaean League, Mantinea, Leuctra, Pythagoras, Arginusae, Coronea.

B.

1. Explain the origin and functions of the *comitia centuriata* and *comitia tributa* respectively.
2. Give an account of the war against Pyrrhus, with dates.
3. Explain the meaning of the terms *provincia*, *Socii navales*, *rostra*, *triumphus*, *tribuni aerarii*.
4. Describe the legislation of C. Gracchus with dates.
5. Name the first twelve Cæsars, with dates for the accession of each, and give an account of the reign of any one of them.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST EXAMINATION.

ALGEBRA AND TRIGONOMETRY.

Examiners: { JOHN MCGOWAN, B.A.
W. H. BALLARD, M.A.

NOTE.—Candidates will enclose the answers to the Algebra and Trigonometry in separate envelopes, and endorse them respectively ALGEBRA and TRIGONOMETRY.

Candidates in the department of Chemistry and Mineralogy will take questions 9 and 10, and will omit questions 2 and 3. All other candidates will omit questions 9 and 10.

1. A quadratic equation cannot have more than two roots.

The sum of the roots of $x^2 - px + q = 0$ is p and their product is q .

2. Solve the equation $x + (5x + 10)^{\frac{1}{2}} = 8$, and show that only one of the values obtained for x satisfies the equation.

Write out the equation to which the other value of x belongs.

3. Solve fully the equations:

(1) $x^2 + xy + x = 14$, $y^2 + xy + y = 28$;

(2) $x(x + a)(x + 2a)(x + 3a) = b^4$;

(3) $\frac{3x - 2}{2} + \sqrt{2x^2 - 5x + 3} = \frac{(x + 1)^2}{3}$.

4. If a, b, c, d are proportionals so also are a, c, b, d .

In the same case find the fourth proportional to $a^2c + ac^2$, $b^2d + bd^2$, $(a + c)^3$ in terms of b and d .

5. The weight of a given body at the surface of a planet varies directly as the mass of the planet and inversely as the square of its radius. The mass of Mars is to that of the earth as 5 to 47, and its radius is to that of the earth as 21 to 40; show that 100 lbs. at the surface of the earth will weigh about 38 lbs. at the surface of Mars.

6. Determine the Arithmetic Series whose 5th term is $3\frac{1}{2}$ and whose 8th term is 5.

The sum of any two terms equidistant from the beginning and end of a series in A. P. is constant.

How many terms of the series 2, 5, 8, &c., will give 301 for their sum?

7. Find the sum of a set of quantities in G. P.

The sum of the series 1, $\frac{2}{3}$, $\frac{4}{9}$, &c., is always less than 3, but continually approaches 3 as its limit if enough terms be taken.

8. Define Harmonical Progression and from the definition deduce that if a set of quantities are in A. P. their reciprocals are in H. P.

If the p^{th} term of an H. P. is q and the q^{th} term is p , the $(p + q)^{\text{th}}$ term is $\frac{pq}{p + q}$.

Sum the series to n terms whose n^{th} term is $2^n - n$.

9. Find the number of combinations of n things taken r together, and show that if ${}_nC_r$ be this number,

$${}_nC_r + {}_nC_{r-1} = {}_{n+1}C_r.$$

10. Assuming the Binomial Theorem for a positive integral exponent, prove it when the exponent is fractional or negative.

Find the coefficient of x^r in the expansion of

$$(1 - x)^{-4}.$$

11. "There are two methods of measuring angles,

(1) The rectangular measure,

(2) The circular measure."

Explain these methods and express in each, (a) the angle of a regular hexagon, (b) the angle of a regular octagon.

12. Define the three principal trigonometrical ratios of an angle, and show that your definitions apply to an angle of any magnitude.

13. Given one of the trigonometrical ratios of an angle less than a right angle, show that all the others may be found.

The base and perpendicular of a right angled triangle are respectively $\sqrt{3} + 1$ and $\sqrt{3} - 1$; find all the ratios of one of its acute angles.

14. Prove the following:

$$(1) \cos D - \cos C = 2 \sin \frac{1}{2}(C + D) \sin \frac{1}{2}(C - D);$$

$$(2) \cos 2A = 2 \sin (45^\circ + A) \sin (45^\circ - A);$$

$$(3) \tan (A - B) = \sqrt{3}, \text{ when } A = \tan^{-1}(2 + \sqrt{3}), \\ B = \tan^{-1}(2 - \sqrt{3}).$$

15. In any triangle show that

$$(1) a^2 = b^2 + c^2 + 2bc \cos A;$$

$$(2) \frac{\sin(B - C)}{bc} + \frac{\sin(C - A)}{ca} + \frac{\sin(A - B)}{ab} = 0;$$

$$(3) \frac{\sin A + \sin B + \sin C}{a + b + c} = \frac{2 \text{ area}}{abc}.$$

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FIRST YEAR.

ALGEBRA AND TRIGONOMETRY.

HONORS.

Examiners : { JOHN MCGOWAN, B.A.
W. H. BALLARD, M.A.

NOTE.—Candidates will enclose Algebra and Trigonometry in separate envelopes, endorsing them accordingly.

1. A has to pay B sums of \$ a and \$ b at the end of x years and y years respectively, find the sum which he must pay at the end of t years to liquidate the debt.

Deduce the ordinary rule for equation of payments.

2. a_n is the n^{th} term of a series and $b_0, c_0, \&c.,$ are the first terms of the first, second, $\&c.,$ orders of differences ; prove

$$a_n = b_0 + c_0(n-1) + d_0 \frac{(n-1)(n-2)}{1.2} + \&c.,$$

Hence show that $1^3 + 2^3 x + 3^3 x^2 + \&c.,$ is a recurring series whose scale of relation is $(1-x)^{-4}.$

3. The Arithmetic mean of a number of positive quantities is greater than their Geometric mean.

If a, b, c are the sides of a triangle and $p + q + r = 0,$ $a^2qr + b^2rp + c^2pq$ is negative.

4. Prove that in the continued fraction

$$a_1 + \frac{1}{a_2 + \frac{1}{a_3 + \dots}},$$

(1) the convergents are in their lowest terms, (2) every fraction which is nearer to a continued fraction than any particular convergent must have a greater denominator than that convergent.

Find the n^{th} convergent to $1 - \frac{2}{3} - \frac{2}{3} - \dots$

5. If n is a positive quantity greater than unity

$$\left(1 + \frac{1}{n}\right)^n$$

increases with n . What are its limits?

Find $\log_e (1 + x)$ and prove:

$$\log_e x = x - \frac{1}{x} - \frac{1}{2} \left(x^2 - \frac{1}{x^2}\right) + \frac{1}{3} \left(x^3 - \frac{1}{x^3}\right) \dots$$

6. The infinite series

$$\frac{1}{1^p} + \frac{1}{2^p} + \frac{1}{3^p} + \dots$$

is always divergent except when p is positive and greater than 1.

Examine whether the series whose n^{th} terms are

$$\frac{(2n^2 - 1)^{\frac{1}{2}}}{(3n^2 + 4n)^{\frac{1}{2}}} \text{ and } \frac{1}{n-1} \left(\frac{n-1}{n}\right)^n x,$$

respectively, are convergent or divergent.

7. Sum the series whose n^{th} terms are

$$(1) \frac{a(a+d)(a+2d) \dots (a+n-1d)}{b(b+d) \dots (b+n-1d)}.$$

$$(2) \frac{1}{(2n-1)3^{2n-1}} \{1 + 2^{2n-1}\}.$$

$$(3) \frac{n+2}{n(n+1)} \cdot \frac{1}{2^n}.$$

8. If p is a prime, $1 + \frac{p-1}{2}$ is a multiple of p .

If p is a prime and > 2

$\left\{\frac{1}{2}(p-1)\right\}^2 + (-1)^{\frac{1}{2}(p-1)}$ is a multiple of p .

9. Find the radii of the inscribed and circumscribed circles of any triangle.

Express the ratio of these radii to one another in terms of the sines of the angles of the triangle.

Shew that the radius of the circumscribed circle is never less than the diameter of the inscribed circle.

10. State and prove De Moivre's theorem.

Employ it to express the cosine of any multiple of an angle in terms of the sine and cosine of the simple angle.

11. Expand θ in powers of $\tan \theta$.

For what values of θ is the series convergent?

Obtain series for calculating the value of π .

12. Find the sum of the sines of a series of angles which are in arithmetical progression.

Deduce the terms of :

$$(1) \cos a + \cos (a + \beta) + \cos (a + 2\beta) + \dots$$

$$(2) \cos a - \cos (a + \beta) + \cos (a + 2\beta) - \dots$$

Find the sum to n terms of

$$\cos^2 a + \cos^2 (a + \beta) + \cos^2 (a + 2\beta) + \dots$$

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$$\frac{1}{x^3}) \dots$$

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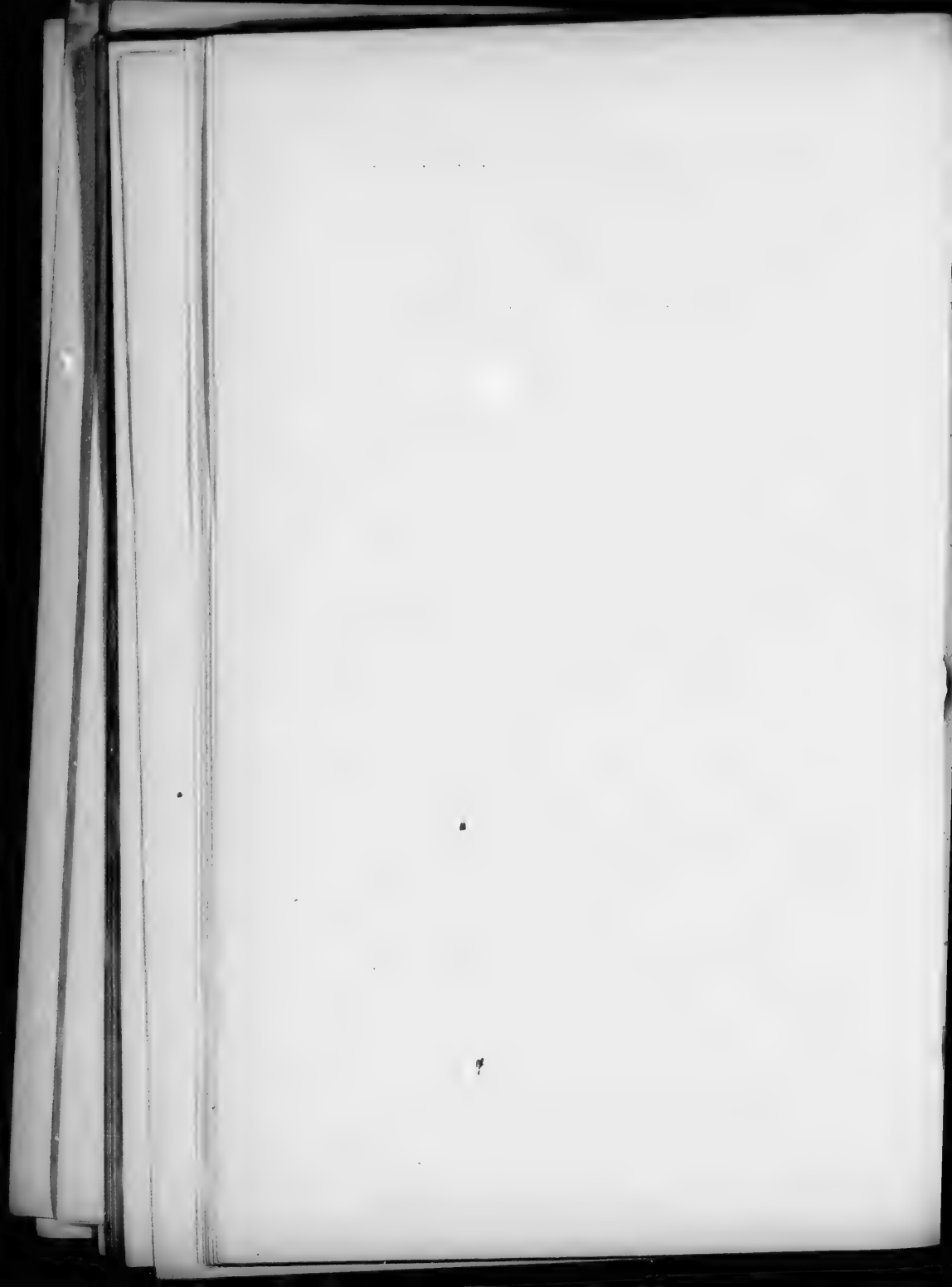
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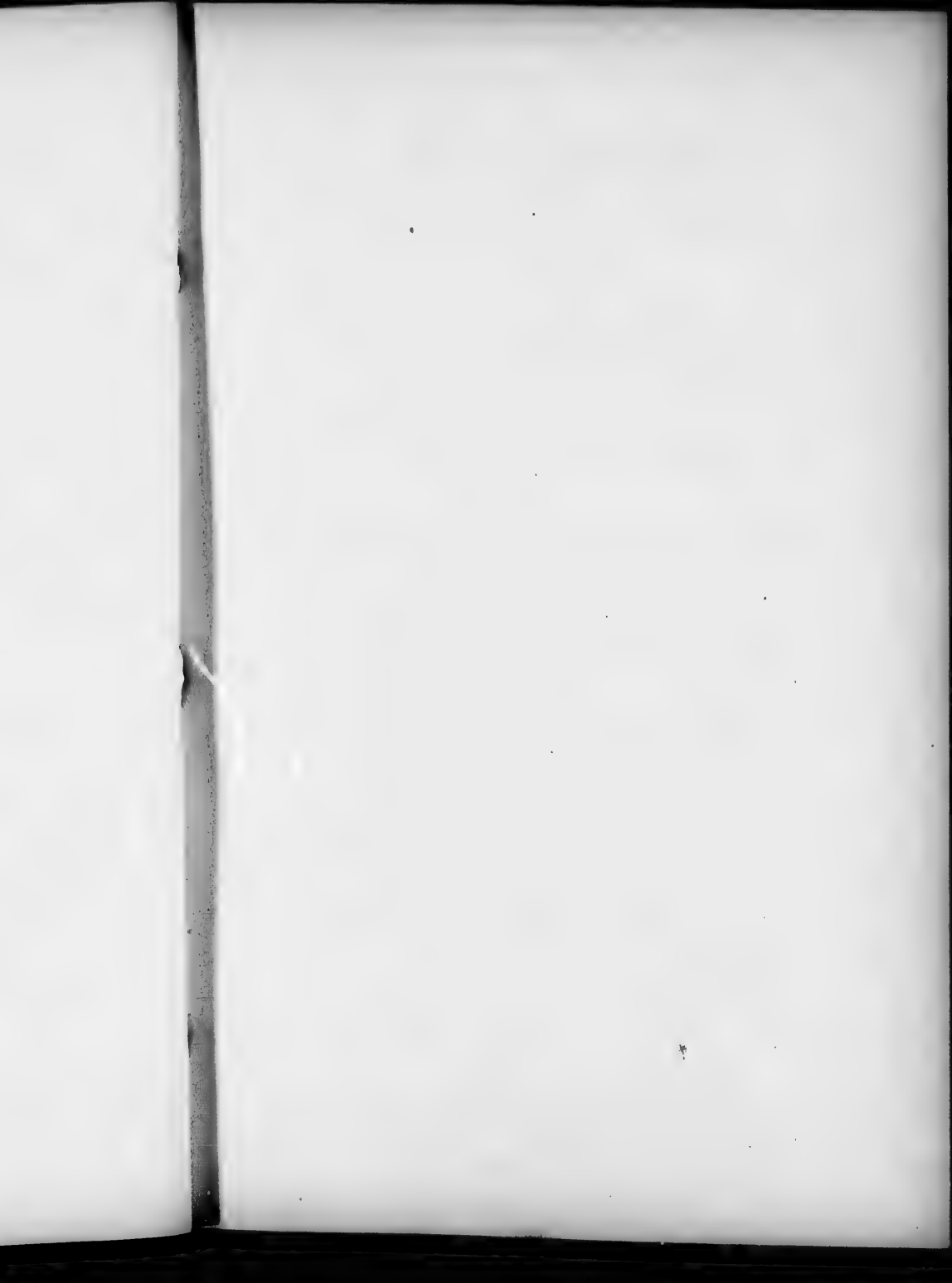
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University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

EUCLID AND TRIGONOMETRY.

Examiners: { A. R. BAIN, LL.D.
 { W. H. BALLARD, M.A.

NOTE.—The candidates will place their answers to the questions in Euclid in one envelope, and to those in Trigonometry in another, endorsing the envelopes accordingly.

1. To circumscribe a circle about a given square.

$ABCD$ is a square inscribed in a circle, P is any point on the circumference, shew that $PA^2 + PB^2 + PC^2 + PD^2$ is double the square on the diameter of the circumscribing circle.

2. To inscribe a regular hexagon in a given circle.

An equilateral triangle and a regular hexagon are inscribed in the same circle, shew that that the area of the triangle is half that of the hexagon.

3. To inscribe a circle in a given triangle.

Is the more general problem, viz., "To describe a circle tangent to three given straight lines," always possible? Illustrate your answer by a diagram exhibiting each case that may present itself.

4. If a straight line be drawn parallel to one side of a triangle, it shall cut the other sides, or those sides produced proportionally.

From P , a given point, in the side AC of the triangle ABC , draw a straight line to CB produced so that it will be bisected by AB .

5. From a given straight line to cut off any part required. Divide a straight line into seven equal parts.

6. Triangles which have one angle of the one equal to one angle of the other, and the sides about these angles reciprocally proportional are equal in area.

Prove that the equilateral triangle described on the hypotenuse of a right-angled triangle is equal to the sum of the equilateral triangles described on the other two sides.

7. The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the two rectangles contained by its opposite sides.

VIII. "There is, however, a rule by which, if we are given a complete list of the logarithms of numbers having five significant figures, we can find the logarithms of numbers having six or seven significant figures."

State this rule and give an example of its application.

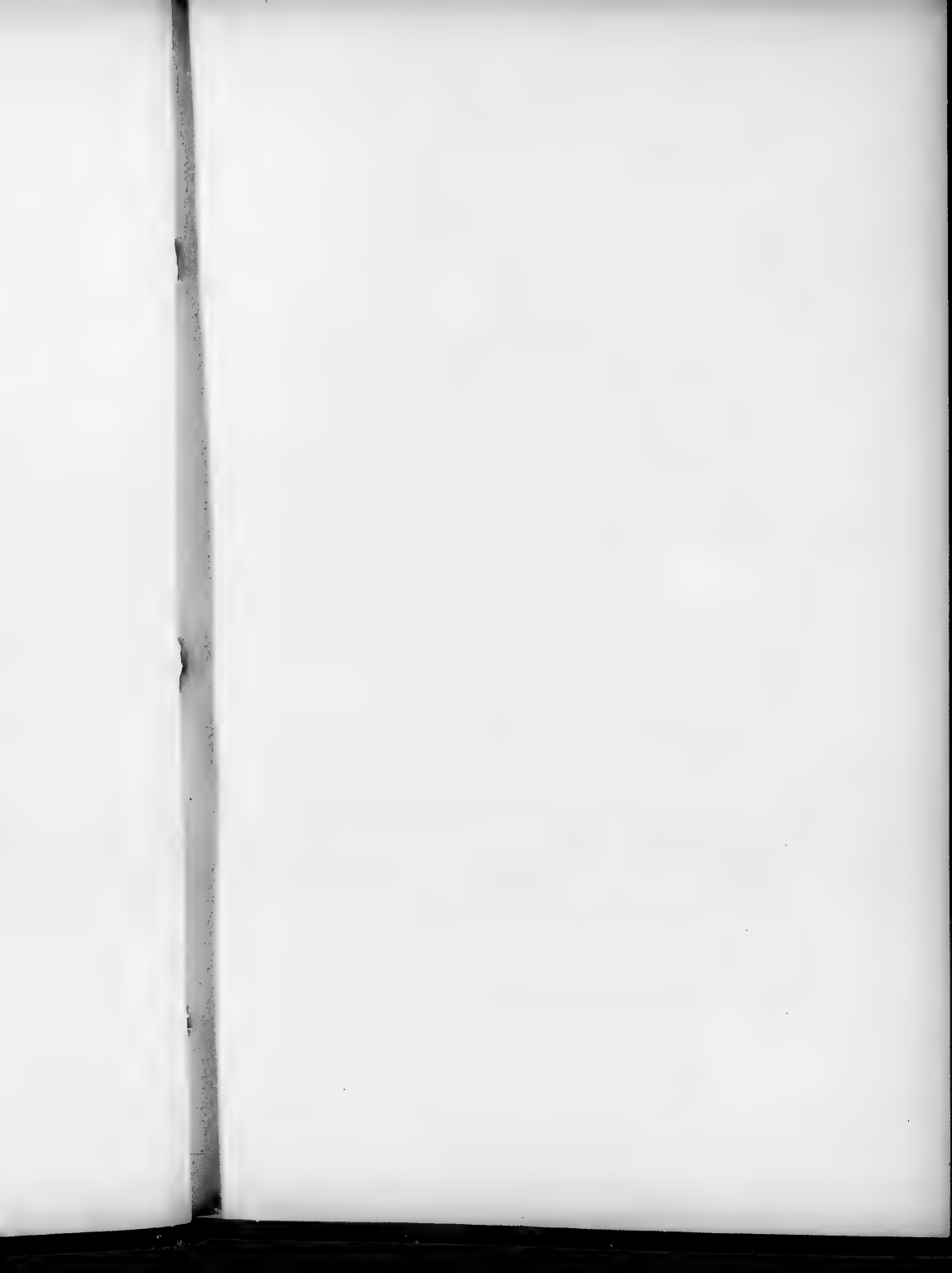
IX. Employ logarithms to find

- (1) The value of $\sqrt{2 + \sqrt{2 + \sqrt{2}}}$;
- (2) The time in which a sum of money will double itself at six per cent. per annum compound interest;
- (3) The value of $1 - (1.06)^{-20}$.

X. The sides of a triangle are respectively $\frac{2}{3}$ and $\frac{7}{9}$ of the base: find the vertical angle.

XI. Solve the triangle $a = 2089$, $b = 1029$, $C = 84^\circ 32'$.

NUMBER.	Log.	RATIO.	L.
10290	0124154	$\sin 27^\circ 14'$	9.6603783
10600	0253059	" $68^\circ 14'$	9.9679013
11000	0413927	" $84^\circ 32'$	9.9980202
14142	1505150	$\tan 20^\circ 30'$	9.5729235
18478	2666445	" $43^\circ 33'$	9.9792738
19615	2926062	" $43^\circ 39'$	9.9795268
20000	3010300	$\cot 42^\circ 16'$	10.0414996
20890	3199384		
22390	3500573		
31180	4938820		
34142	5332890		
38478	5852125		



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

CONICS.

HONORS.

Examiner: A. R. BAIN, LL.D.

1. Find the equation of a circle referred to any rectangular axes.

A circle passes through the origin and intercepts lengths a and b respectively from the positive parts of axes of reference; determine the equation of the circle.

2. What is the polar of a point with respect to a circle

Find the equation of the polar. Shew that if points be taken on any straight line the polars of those points will pass through a fixed point, and determine the locus of the pole if the polar of a given circle always passes through a given point.

3. Find the general polar equation of a circle.

Utilize the equation in proving that if a straight line be drawn from any point to cut a circle the rectangle contained by the segments is constant.

If the pole be on the circumference and the initial line be tangent, determine the polar equation of a tangent to the circle at the point whose vectoreal angle is β .

4. Find the locus of the middle points of the system of chords of an ellipse which are parallel to $y = mx$.

5. Deduce the equation to the normal at any point of the ellipse.

Shew that the straight line parallel to the major axis which passes through the intersection of the normals at the ends of a focal chord bisects that chord.

In terms of the focal distances of the point on the ellipse to which a normal is drawn, find the length of that normal between that point and the major axis.

6. Find the co-ordinates of the point of tangency of that tangent to the ellipse which cuts the axes at an angle of 45° .

7. Determine the condition required that

$ax^3 + bxy + cy^3 + dx + ey + f = 0$ may represent two straight lines.

If $3y^3 - 8xy - 3x^3 + 30x - 27 = 0$ satisfies the above condition, find the angle of intersection of the lines represented.

8. Find the area of the triangle contained by the axis of y and the lines $y = ax + h$ and $y = cx + f$; also the length of the perpendicular from the intersection of the last two lines on the y -axis.

9. Determine fully the species and situation of the loci (1) $y^2 + 6y - 12x + 33 = 0$, (2) $y^3 + 2xy + 3x^3 - 4x = 0$ finding the co-ordinates of their centres, the value of their eccentricities and semi-transverse axes.

10. Find the equation of an hyperbola when referred to its asymptotes as axes of co-ordinates.

A straight line so moves as to cut off a constant area from two intersecting lines; shew that its middle point traces an hyperbola of which the intersecting lines are the asymptotes. If the words "its middle point" were replaced by "any fixed point in the line," would the question demand an impossibility?

A straight line drawn through one of the vertices of an hyperbola and terminated by two straight lines drawn through the other vertex parallel to the asymptotes will be bisected at the other point where it cuts the hyperbola.





University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

PROBLEMS.

HONORS.

Examiners: { JOHN MCGOWAN, B.A.
ALFRED T. DELURY, B.A.

NOTE.—Candidates will enclose the Problems numbered with Roman and Arabic numerals in separate envelopes, indorsing the envelopes Roman and Arabic respectively.

I. Find the value of

$$(1) \int_0^\pi \log (m^2 - 2mn \cos x + n^2) dx;$$

$$(2) \int_0^1 x^2 e^{x^2} dx$$

II. ABC is a spherical triangle and $A'B'C'$ is its polar triangle; show that AA' , BB' , CC' meet in a point.

III. If E denote the spherical excess,

$$\frac{\sin \frac{E}{4} \cos \frac{2A - E}{4}}{\sin \frac{A}{2}} = \frac{\sin \frac{s}{2} \sin \frac{s - a}{2}}{\cos \frac{a}{2}}$$

IV. Find the envelope of a fixed diameter of a circle which rolls along a straight line.

V. Trace the curves:

$$(1) 4x^3 - 4xy^2 + ay^2 - 3ax^2 = 0;$$

$$(2) x^2 = axy + ay^2.$$

VI. The minimum triangle circumscribed to a given circle is equilateral; and prove the corresponding proposition for a polygon circumscribed to any oval curve.

1. Find the envelope of the polar planes of point on the circle ($z = a$; $x^2 + y^2 = 1$) with respect to the ellipsoid

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} - 1 = 0.$$

2. Find the locus of points from which the tangent cones to an ellipsoid are right circular.

3. If the projection on the plane $z = 0$ of the section of the surface

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} + 2z = 0$$

by a plane through the origin, is constant: find the locus of the centre of the section.

4. From an origin, lines are drawn equal and parallel to the radii of curvature of a given ellipse: find the polar equation of the locus of the extremities of those lines.

5. Show that the normal to an ellipse which cuts the curve most obliquely at its second intersection with the curve, is parallel to one of the equiconjugate diameters.

6. The equation,

$$1 + \left(\frac{m}{1}\right)^2 x + \left(\frac{m(m-1)}{1.2}\right)^2 x^2 + \dots = 0,$$

where m is a positive integer, has all its roots real.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

ENGLISH.

Examiner: A. H. REYNAR, LL.D.

SHAKESPEARE.

1. To what stages in Shakespeare's literary development belong *Romeo and Juliet*, *Julius Cæsar*, and *The Tempest*? Show in each play qualities that accord with their poet's stage of development at the time of writing.

2. Sketch the types of women presented in these plays and show how they are related to the poet's thoughts of woman at the times when the plays were written.

3. Does the passion of *Romeo* for "the fair Rosaline" contribute to the unity of the work or does it mar that unity? Give the grounds of your opinion on this point.

4. Point out in *Romeo and Juliet* some lingering influences of the old dramatic style from which Shakespeare afterwards broke away.

5. Describe the character of *Mercutio*. What artistic reason is given for his removal from the play at so early a stage?

6. Describe the Orchard Scene, where *Juliet* exclaims: "*O Romeo, Romeo, wherefore art thou Romeo?*" What qualities give the peculiar charm to this scene?

7. Point out the strength and the weakness of *Brutus* in *Julius Cæsar*. To what was his failure due?

8. Julius Cæsar, Act III., Sc., 1, ll. 147-163.

"*Brutus*. But here comes Antony. Welcome, Mark Antony.

Antony. O mighty Cæsar! Dost thou lie so low?
Are all thy conquests, glories, triumphs, spoils,
Shrunk to this little measure? Fare thee well. 150
I know not, gentlemen, what you intend,
Who else must be let blood, who else is rank:
If I myself, there is no hour so fit
As Cæsar's death's hour; nor no instrument
Of half that worth as those your swords, made rich 155
With the most noble blood of all this world.
I do beseech ye, if you bear me hard,
Now, whilst your purpled hands do reek and smoke,
Fulfil your pleasure. Live a thousand years,
I shall not find myself so apt to die: 160
No place will please so, no mean of death,
As here, by Cæsar and by you, cut off,
The choice and master spirits of this age."

(a) Write philological and explanatory notes on:
Fare thee (l. 150), *rank* (l. 152), *that worth as* (l. 155),
beseech ye if you bear (l. 157), *reek and smoke* (l. 158),
mean (l. 161), *by Cæsar and by you* (l. 162.)

(b) Point out the skill of Antony in this address under the circumstances.

(c) What replies are given to Antony by Brutus and Cassius? Show how their different natures transpire in these replies

9. The *Tempest* is sometimes called a Romance. Is this correct? What are the characteristics of *Romance*?

10. Point out resemblances between Shakespeare and Prospero in character and in achievement.

11. How are the parts of Caliban and Ariel related to the general conception of the *Tempest*?

12. The *Tempest*, Act II., Sc. 2, ll. 170, &c.

"*Caliban*. I prithee, let me bring thee where (170
crabs grow,

And I with my long nails will dig thee pig-nuts,
Show thee a jay's nest, and instruct thee how
To snare the nimble marmoset. I'll bring thee
To clust'ring filberts; and sometimes I'll get thee
Young scamels from the rock. Wilt thou go 175
with me?

Stephano. I prithee now, lead the way without any more talking. Trinculo, the king and all our company else being drown'd, we will inherit here. Here, bear my bottle. Fellow Trinculo, we'll fill him by and by again.

Caliban. [Sings drunkenly]. Farewell, master; farewell, farewell!

Trinculo. A howling monster; a drunken monster!"

(a) Write notes on *crabs* (l. 170), *pignuts* (l. 171), *marmoset* (l. 173), *scamels* (l. 175), *go with me* (l. 175.)

(b) Compare the language of Caliban in this scene with that of Stephano and Trinculo. Why the difference?

(c) In what respects is Caliban superior to Stephano and Trinculo?



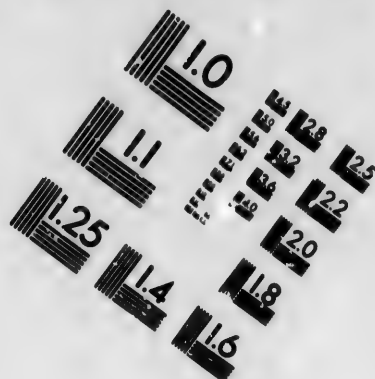
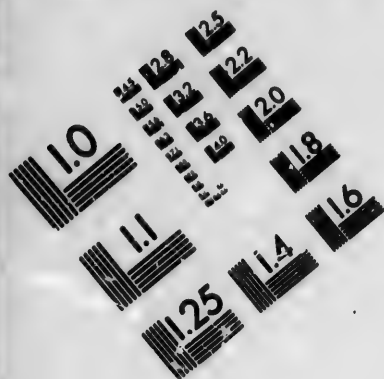
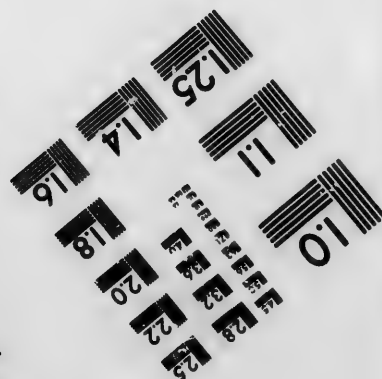
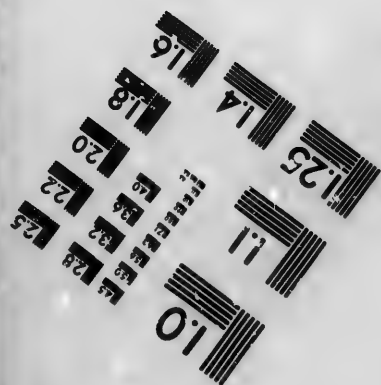
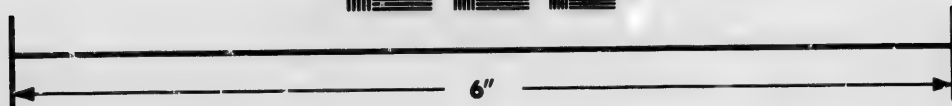
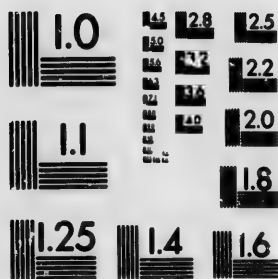


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University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FIRST YEAR.

ENGLISH.

Examiners : { T. C. L. ARMSTRONG, M.A., LL.B.
H. H. DEWART, B.A.
PROF. REYNAR.

1. "Yes," resumed I positively, "A poet; for of all writers he has the best chance for immortality. 2. Others may write from the head, but he writes *from the heart*, and the heart will always understand him. 3. He is the *faithful portrayer* of nature, whose features are always the same and (always) interesting. 4. *Prose writers are voluminous and unwieldy*; their pages (are) crowded with commonplaces and their thoughts expanded into tediousness. 5. But with the true poet everything is terse, touching, and brilliant. 6. He gives the *choicest thoughts in the choicest language*. 7. He illustrates them by every thing *that he sees most striking* in nature and (in) art. 8. He enriches them by pictures of human life, such as it is passing before him. 9. His writings, therefore, contain the spirit, the aroma, *if I may use the phrase*, of the age in which he lives. 10. They are the caskets which enclose within a small compass the wealth of the language—its family jewels, which are thus transmitted in a portable form to posterity. 11. The setting may occasionally be antiquated and (may) require now and then to be renewed, but the brilliancy and (the) intrinsic value of the gems continue unaltered. 12. Cast a look back over the *long reach* of literary history. 13. What vast valleys of dulness *filled with monkish legends and accademical controversies*! What bogs of theological speculations! What dreary wastes of metaphysics! Here and there only *do we* behold the heaven-illuminated bards, elevated like beacons on their widely-separated heights, to transmit the pure light of poetical intelligence from age to age."

(a) Estimate the correctness and the rhetorical force of the passages in italics.

(b) Discuss the advisability of retaining or omitting the words enclosed in parentheses.

(c) Characterize the imagery throughout the extract.

(d) State generally the merits of these conversational sentences, and, referring to them by numbers, show what function each performs in the sequence of thought.

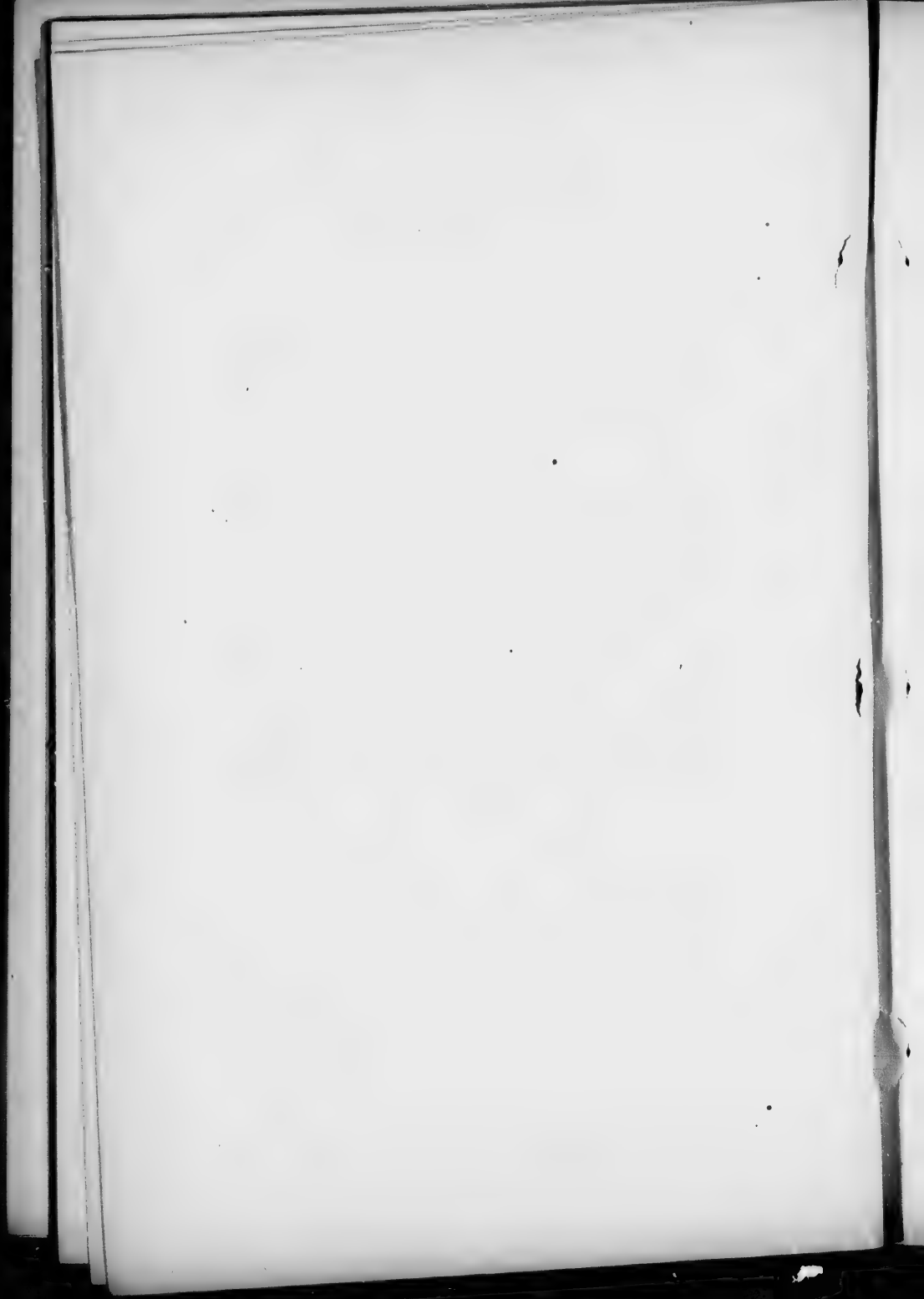
(e) Criticise sentences 4 and 5 as to structure and harmony.

(f) Write a short critique on the whole Essay, estimating the author's taste in selecting his materials, in his sentiments and reflections, and also in choosing the dialogue form.

2. What characteristics of Lamb's style are found in his "Imperfect Sympathies"?

Draw the distinction, after Lamb, of the "imperfect suggestive minds" and the "Caledonian mind," and point out the humour contained in his description of the latter.

3. Discuss the literary merits of Irving and Lamb, and compare each writer with the sentiments expressed in their respective Essays, Mutability of Literature and Imperfect Sympathies.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

ENGLISH.

HONORS.

Examiners: { DAVID R. KEYS, M.A.,
H. H. DEWART, M.A.

I.

1. What were the values of the vowels in Old English?
2. Explain the diacritical marks used with the letters *c*, *g*, *e*.
3. What is the effect on *a* (1st) of a following *x*; (2nd) of an *i* in the next syllable; (3rd) of an *n* following it immediately.
4. "A knowledge of the laws of gradation and mutation is the main key to O. E. Etymology." Illustrate the truth of this *with reference to gradation only*.
5. Compare O. E. with German as to gender.
6. Decline the Anglo-Saxon for: *the stone, this foot, that father, which ship, other books, good eyes*.
7. Decline in full the 1st and 2nd personal pronouns.
8. Conjugate in full the present tense of *cwethan*, *sellan*, and *witan*, and the pret. of *drincan*, and *lufian*.
9. Note the peculiar uses of the O. E. dative.

II.

(a) Translate :

Gregorius se hālga pāpa is rihtlice ge'cwe-
den Englisere *thēode* apostol. *Thā* hē ge'seah *thæt* se
mæsta dæl *thære thēode* his lāre for-sāwon, *thā* forlēt hē
hīe, and ge'cēas *thā hæthnan lēode*. Gif se blinda blindne
lætt, hīe feallath bēgen on ānne pytt. Se Hālga Gāst
is lufu and willa *thæs Fæder* and *thæs Suna*; and hīe
sind ealle ge'lice mihtige. Betere is sēo sāwol *thonne*
se mete, and betera se lichama *thonne* his scrūd. Sēo
sāwol is gāst, and be eorthlicum mettum ne leofath.
Be-healdath *thās flēogendan fuglas*, *tho* ne sūwath ne ne
rithath, ac se heofonlica Fæder hīe āfētt. Hē cwæth, 'Ic
neom othrum mannum ge'lic;' swelce hē cwæde, 'Ic
āna eom rihtwis and *thā othre* sind synn-fulle.'

1. Point out all words of foreign origin.
2. Arrange the strong and weak nouns in separate lists.
3. Give principal parts of all strong verbs.
4. Explain the declension of all adjectives.
5. Write etymological notes on for-sāwon, ge'cēas, lēode, bēgen, lichama, gāst, Fæder, āfētt, cwæth, eom.

(b) Translate :

Hwæt *thā* Eadmund cyning, mid *thæm the* Hin-
guar cōm, stōd innan his healle, *thæs Hælendes* ge'myn-
dig, and āwearp his wæpnu; wolde ge'efenlæcan Crīstes
ge'bysnungum, *the* forbēad Petre mid wæpnum tō win-
nenne wip pā wælhrēowan Iūdēiscan. Hwæt pā
Eadmund ge'bundon, and ge'bismrodon huxlice, and
bēoton mid sāglum, and swā *siththan* læddon *thonne*
ge'lēaffullan cyning tō ānum eorthfæstan trēowe, and
tiegdon hine *thær-tō* mid heardum bendum, and hine
eft swungon langlice mid swipum; and hē simle cli-
pode betwix *thæm* swinglum mid sōthum ge'leafan tō
Hælende Crīste; and pā hæthnan *thā* for his ge'leafan
wurdon wōdlice ierre, for *thæm the* hē clipode Crist him
tō fultume: hīe scuton *thā* mid gafelocum him tō, swelce
him to gamene, oth *thæt* hē eall wæs be'sett mid hiera

scotungum, swelce Iles byrsta, swā swā Sebastiánus
wæs. Pā ge-seah Hinguar, se árleasan flotmann, *thæt* se
æthela cyning nolde Criste *withsacan*, ac mid anrædum
ge-leafan hine æfre clipode: hæt hine *thā* be-heafdian,
and *thā* hæthnan swā dydon. Be-twix *thæm* the hē cli-
pode tō Criste *thā* tugon *thā* hæthnan thone hālgan to
slege, and mid anum swenge slōgon him of *thæt* hēafod,
and his sāwol slithode ge-sælig tō Criste. *Thær* wæs sum
mann ge-hende ge-healden, *thurh* God be-hydd *thæm*
hæthnum, *the this* ge-hierde eall, and hit eft sægde, swā
swā wē hit secgath hēr.

1. Give principal parts of *stōd*, forbēad, winnenne,
tiegdon, wurdon, clipode, geseah, dydon, tugon, sægde.

2. Derive árleasan, cyning, winnenne, sothum, hæth-
nan, hét, fultume, heafod.

3. Write notes on the use of prepositions in the
passage.

III.

1. Write full grammatical and etymological notes on
the italicized words in the following passages:

(a) Yet there the steele stayd not, but inly *bate*
Deepe in his flesh, and opened wide a red flood-
gate.

(b) Mee little *needed* from my right way to have
straid.

(c) Mammon was much displeasd, yet *note* he chuse
But beare the rigour of his bold mesprise.

(d) To whom Cymochles said; For what art thou,
That makst thyself his *dayes-man*, to prolong
The vengeance prest? Or who shall *let* me now
On this vile body from to wreake my wrong?

(e) *Wo worth* the man
That first did teach the cursed steele...

(f) With that he cryde; Mercy doe me not dye,
Ne *deeme* thy force by fortunes doome unjust
That hath (*maugre* her spight) thus low me laid
in dust.

(g) And all that *preace* did round about her swell
To *catchen* hold of that long chaine, thereby
To climbe aloft, and others to excell.

2. "Thereat the feend his gnashing teeth did grate
" And griev'd, so long to lack his greedy pray ;
" For well he weened, that so glorious bayte
" Would tempt his guest to take thereof assay."

What figure of speech (besides alliteration) is found in this passage ?

3. Explain the metre and versification of the "Faery Queene," and mention the leading poems in which the same metre has been used by later poets.

4. Discuss fully the philological value of the "Faery Queene" to the student of the English Language.

5. Spenser has been spoken of as the precursor of Milton and Puritanism. In what respects does the "Faery Queene" bear out this criticism ?

6. Give in substance Spenser's description of Prince Arthur in the 8th Canto, and outline briefly the events succeeding his entrance in which he figures.

7. Write a brief critique on Cantos V. to VIII. of Book II., pointing out what you consider the chief literary merits.

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ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

PROBLEMS.

HONORS.

Examiners: { W. H. BALLARD, M.A.
JOHN MCGOWAN, B.A.

NOTE.—Candidates will enclose solutions to problems numbered with Arabic and Roman numerals in separate envelopes, endorsing them accordingly.

1. Solve the equations

$$(bzx + cxy - ayz) yz = (cxy + ayz - bzx) zx \\ = (ayz + bzx - cxy) xy = (xyz)^{\frac{2}{3}}.$$

2. There are n drawers numbered consecutively from 1 to n , and such that any drawer, say the m^{th} , contains m labels numbered from 1 to m . In how many ways may a set of labels numbered 1 to n be selected taking one from each drawer?

3. In dividing any number by 11 the remainder may first be found, then the units' digit of the quotient, then the hundreds' digit, and so on until the whole quotient has been obtained.

Prove this, and ascertain whether the same holds in dividing any number, radix r , by $r + 1$.

4. In obtaining the value of γ from the equation

$$a = \frac{1 - (1 + \gamma)^{-n}}{\gamma}, \text{ suppose that there has been found, by}$$

trial or otherwise, a value γ^1 which cannot differ much from γ , shew that a close approximation to the value of γ is given by either of the expressions:

$$\gamma^1 \left(1 + \frac{a^1 - a}{a - n(1 + \gamma^1)^{-n-1}} \right);$$

$$\gamma^1 \left(1 + \frac{a^1 - a}{a^1 - n(1 + \gamma^1)^{-n-1}} \right)$$

$$\text{where } a^1 = \frac{1 - (1 + \gamma^1)^{-n}}{\gamma^1}.$$

which of these gives the closer approximation?

5. If $A + B + C = 90^\circ$, shew that

$$(1) \quad 2 \cos^2 A \cos^2 B + 2 \cos^2 B \cos^2 C + 2 \cos^2 C \cos^2 A \\ = \cos^4 A + \cos^4 B + \cos^4 C + 4 \cos^2 A \cos^2 B \cos^2 C ;$$

(2) $4 \sin 2A \sin 2B \sin 2C$ can never be greater than $\sin 2A + \sin 2B + \sin 2C$.

6. Show that

$$\frac{\pi}{8\sqrt{2}} = \frac{1}{1.3} - \frac{3}{5.7} + \frac{5}{9.11} - \frac{7}{13.15} + \dots$$

7. Sum to infinity

$$(1) \quad \sin \theta - \frac{1}{2} \sin 2\theta + \frac{1}{4} \sin 3\theta - \dots ;$$

(2) The series whose n^{th} term is

$$\frac{\tan^n \theta (\cos^{2n} \theta - 1)}{2n - 1}.$$

I. If $ABCD$ be a cyclic quadrilateral, AC the diameter of its circumscribing circle; prove the difference of the triangles BAD and BCD is $\frac{1}{4} AC^2 \sin 2 \angle BAD$.

II. PQ is a chord of a conic normal at P , from the pole of PQ a line is drawn intersecting the conic in R and S ; prove that the angle RPS is bisected by PQ .

III. If the sum of the abscissae of two points on a parabola be given, the locus of the intersections of the tangents at the points is a parabola.

IV. If a circle intersect hyperbola, the product of the perpendiculars from the points of intersection on one asymptote is equal to the product of the perpendiculars on the other asymptote.

V. If the foci be joined to two points on a conic the four lines will touch a circle.

VI. Find the axis and focus of a parabola having given four points on the curve.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FIRST YEAR.

ANCIENT HISTORY.

Examiners: { WILLIAM DALE, M.A.
H. R. FAIRCLOUGH, M.A.

NOTE—Candidates are requested to enclose the answers to questions in Sections A and B respectively in separate envelopes.

A.

1. Describe concisely the causes which tended to give Rome its early predominance in Latium.

2. Point out the great crises in the contest for political equality between the patricians and plebeians with dates.

3. Explain briefly the origin, the constitution and the powers of the Roman Senate. What changes were made in the Senate (a) on the establishment of the Republic; (b) by Sulla? What is the meaning of the term *Patres conscripti*?

4. Write explanatory notes on *Civis Romanus*; *jus Latii*; *peregrinus*; *stipendium*; *publicani*; *quaestio perpetua*; *novus homo*; *plebiscitum*.

5. What were the reforms proposed by Caius Gracchus? Give the date, and explain the condition of things they were intended to remedy.

6. Describe Hannibal's march from Saguntum into Italy, OR the *immediate* causes which led to the outbreak of the civil war between Pompeius and Cæsar.

B.

1. Give an account of early Greek colonisation.
2. Describe the constitution of Solon, and state what modifications were made by Clisthenes and Pericles.
3. What influence did Persia exert on Greece during and after the Peloponnesian war?
4. Give an account of the Expedition of the Ten Thousand.
5. What events are connected with Argennoussae, Antalcidas, Granicus, Leuctra, Amphipolis?
6. Sketch the career of Demosthenes.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

FRENCH.

Examiner: W. C. P. BREMNER, B.A.

I.

Translate:

CABOUSSAT, *seul*.—Tout en promenant mon chou, j'ai réfléchi à ce que m'a dit Machut... Je serais maire, le premier magistrat d'Arpajon! puis conseiller général! puis député!...et après? le portefeuille! qui sait!...(*Tristement*.) Mais non! ça ne se peut pas!...Je suis riche, considéré, adoré...et une chose s'oppose à mes projets...la grammaire française!... Je ne sais pas...(*regardant autour de lui avec inquiétude*) je ne sais pas l'orthographe! Les participes surtout, on ne sait par quel bout les prendre...tantôt ils s'accordent, tantôt ils ne s'accordent pas...quels fichus caractères! Quand je suis embarrassé, je fais un pâté...mais ce n'est pas de l'orthographe! Lorsque je parle, ça va très-bien... ça ne se voit pas...j'évite les liaisons...A la campagne, c'est prétentieux...et dangereux...je dis, Je suis allé...(*Il prononce sans lier l's avec l'a.*) Ah! dame! de mon temps on ne moisissait pas dans les écoles...j'ai appris à écrire en vingt-six leçons, et à lire...je ne sais pas comment.. puis je me suis lancé dans le commerce des bois de charpente...je cube, mais je ne rédige pas...(*Regardant autour de lui.*) Pas même les discours que je prononce... des discours étonnants!... Arpajon m'écoute la bouche ouverte...comme un imbécile! On me croit savant...j'ai une réputation...mais grâce à qui? grâce à un ange...

1. Give the Pres. Ind. and Pres. Subj. in full, the Pres. Part., the 1st Sing. of the Pret. Def. and of the Future, of *réfléchi, dit, serais, sait, peut, prendre, fais*.

2. *qui sait*. Translate: Who knows French? Who speaks English?

3. *j'évite les liaisons*. Explain "*liaison*."

4. *ça*. What does this stand for?

5. *je me suis lancé*. Why *suis*?

II.

Translate:

Les officiers, les tambours, la cantinière se repliaient en même temps autour de la fontaine, tandis que les compagnies se croisaient comme un jeu de cartes; en moins d'une minute, elles formèrent le carré sur trois rangs, les autres au milieu, et presque aussitôt il se fit dans la rue un bruit épouvantable, les Croates arrivaient; la terre en tremblait. Je les vois encore déboucher au tournant de la rue, leurs grands manteaux rouges flottant derrière eux comme les plis de cinquante étendards et courbés si bas sur leur selle, la latte en avant, qu'on apercevait à peine leurs faces osseuses et brunes aux longues moustaches jaunes.

1. *croisaient*. From what verb.

2. *manteaux rouges*. What adjectives always follow the noun?

3. *flottant*. When does the Pres. Part. agree?

4. *aux longues moustaches*. Translate: There is the man with long black hair?

Translate:

Moi, le coude sur l'oreiller, les yeux éblouis, regardant la neige s'amonceler au bord des petites fenêtres, je me figurais tout cela, et je revoyais aussi les hivers passés: la lueur de notre grand fourneau s'avancant et reculant le soir sur le plancher, le mauser, Koffel, et l'oncle Jacob autour, le dos courbé, fumant leur pipe et causant de choses indifférentes. J'entendis le rouet de Lisbeth, bourdonner dans le silence, comme les ailes cotonneuses d'un papillon de nuit, et son pied marquer la mesure de la complainte que chante la bûche

verte au milieu du foyer. Puis dehors, je me représentais les glissades sur la rivière, les parties de traineau, la bataille à pelotes de neige, les éclats de rire, la vitre cassée qui tombe, la vieille grand'mère qui crie du fond de l'allée, tandis que la bande se disperse, les talons aux épaules.

MADAME THÉRÈSE.

1. *Le dos courbé.* Why singular ?

Translate : They have large eyes but small noses.

2. *La vieille grand'mère.* Explain the apostrophe.

Write the masculine equivalent of the expression.

III.

Translate :

Il y a deux manières de passionner la foule au théâtre : par le grand et par le vrai. Le grand prend les masses, le vrai saisit l'individu.

Le but du poète dramatique, quel que soit d'ailleurs l'ensemble de ses idées sur l'art, doit donc toujours être, avant tout, de chercher le grand, comme Corneille, ou le vrai comme Molière ; ou, mieux encore, et c'est ici le plus haut sommet où puisse monter le génie, d'atteindre tout à la fois le grand et le vrai, le grand dans le vrai, et le vrai dans le grand, comme Shakespeare.

Car, remarquons-le en passant, il a été donné à Shakespeare, et c'est ce qui fait la souveraineté de son génie, de concilier, d'unir, d'amalgamer sans cesse dans son œuvre ces deux qualités, la vérité et la grandeur, qualités presque opposées, ou tout au moins tellement distinctes que le défaut de chacune d'elles constitue le contraire de l'autre ; l'écueil du vrai, c'est le petit ; l'écueil du grand, c'est le faux.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

FRENCH.

Examiner: J. SQUAIR, B.A.

I.

1. Translate:

- (a) Dogs and cats are sometimes good friends.
- (b) But often they are not good friends.
- (c) That man understands French and German.
- (d) That boy speaks French.
- (e) We have neither friends nor relatives.

2. Translate:

- (a) This sugar cost five cents a pound.
- (b) Those children earn fifty cents a day.
- (c) How much do those pears cost? They cost two cents a piece.
- (d) Your father has grey hair.
- (e) He has his hand in his pocket.

3. Point out the chief differences between the use of the definite article in French, and its use in English.

4. Translate:

- (a) He takes me to church.
- (b) I go with him to school.
- (c) Let them not go away.
- (d) They will not be able to be there.
- (e) Let him know that I am here.
- (f) Be silent.

(g) That you might come.

(h) Let us not run.

(i) I shall call him.

(j) I shall hold it.

5. Translate :

(a) I gave him some, but he did not give me any.

(b) Come to me, and then go to him.

(c) Give them some, and give me some.

(d) Why do you not give them some?

(e) Give him nothing, he is not good.

6. Translate :

(a) You must give me some.

(b) I wish you to come and see me.

(c) Be so kind as to give him some.

(d) I wish your father would do it.

(e) It is certain we shall be there.

7. Translate :

(a) Whom did you see yesterday?

(b) What did you do this morning?

(c) I did what you told me to do.

(d) What are you thinking of?

(e) What were you speaking of?

8. Translate :

(a) The man whom I saw is here.

(b) The lady who was here is dead.

(c) The house in which we lived is old.

(d) The tree which is behind the house is tall.

(e) The man to whom I gave the money is gone.

II.

Translate :

When the grass is green, and the flowers bright and gay, then the birds come back to see us after their long sojourn in warmer countries. Then men and animals are glad. It is no longer necessary that the former should wear so much clothes in order to be warm, and the latter have no longer need to

stay in their holes. All may now come out and
be glad under the bright sky. The brooks (*ruis-
seau*) which were frozen now run free through
the green fields. The birds build their nests in
the tall trees, and sing their sweet songs all day
long. Who would not like to be a bird? They
have no books to read, and no examinations to
pass (*faire*). They eat and sing, and build nests and
feed their little ones without thinking of anything
else.

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ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

FRENCH. HONORS.

Examiner: J. SQUAIR, B.A.

I.

Translate :

Expulsé de Berlin en 1865, Liebknecht se fixait à Leipzig, où il trouvait, à la veille et au lendemain de la guerre de 1866, l'auditoire le plus favorable à sa propagande contre la Prusse, qu'il ne cessait de dénoncer comme la *delenda Carthago*. Les Allemands venaient de se canonner entre eux. Le seul nom prussien excitait en Saxe les plus violentes passions. A l'antipathie invétérée de ces populations douces et polies pour la morgue et l'arrogance des *Junkers*, se joignait l'humiliation de la défaite. La nouvelle confédération de l'Allemagne du nord laissait dans les états du sud des légions de mécontents. Liebknecht exprimait le sentiment général lorsqu'il flétrissait l'hégémonie de la Prusse comme la malédiction, la mutilation de la patrie, lorsqu'il défendait l'idée, populaire en Saxe, de la *Grande Allemagne*, d'où les frères d'Autriche ne seraient pas exclus. L'administration militaire prussienne supprime son journal. Il retourne à Berlin sur la foi de l'amnistie, on l'emprisonne. Il revient ensuite à Leipzig sans ressources, sans perspectives d'avenir. Il y avait gagné un partisan, l'ouvrier tourneur Bebel, qui en valait des milliers.

1. Distinguish *auditoire*, *audience*, and *assistance*.
2. Translate into French, *delenda Carthago*.
3. Distinguish *pays*, *patrie*, *contrée* and *campagne*.

II.

Translate :

Et les paresseux, en train de mettre à rude épreuve la patience de leur maître, eurent la joie indicible de voir ce dernier se lever précipitamment au milieu d'une période latine qu' il ne prit même pas le temps d'achever, comme s'il eût oublié soudain jusqu'à leur existence. Un jeu favori, consistant à se lancer à travers la chambre des flèches de papier chargées d'encre qui tachaient les murs et les habits, fut repris aussitôt et continué sans interruption pendant une demi-heure que dura l'absence de M. Duranton. Celui-ci avait endossé à la hâte sa redingote ecclésiastique la plus neuve et abattu d'un rapide coup de brosse le toupet grisonnant que, d'habitude, ses doigts relevaient, par distraction, au-dessus d'une large face olivâtre, plus sympathique et plus franche qu'elle n'était distinguée. Tout en se boutonnant de travers, il pénétra, encore ahuri par la bonne nouvelle, dans la pièce où l'attendait "le prince beau comme le jour" dont avait parlé Henriette.

1. *voir* ——— *se lever*, change *voir* to *faire*, making any other changes you consider necessary.
2. *comme s'il eût*. Explain this use of the subjunctive.
3. *que dura*, *dont avait parlé*. Explain the inversion in these cases.

III.

Translate into French :

I often amuse myself by looking out of my window to see who are passing in the street. It takes all kinds of people to make a world, and as one sits by the window one can see all their varieties. There is the loungee, too lazy to work, and not rich enough to be grand. Then there is the other sort of loungee who is rich enough to make a figure in the world, but who is, however, not any better on that account. As he passes, he raises his umbrella to keep the rain-drops from

spoiling his new coat. It's a pity the rain were not fire which should burn his coat and make him work to get another. There is the man of business who is always in a hurry. You would think he had the whole weight of the universe on his poor shoulders. Yes, see how he bends over as he hurries along. No doubt if he does not cheat some one, he will hinder some one from cheating him. There is the student of the fourth year who has learned all the University can teach him, and who is thinking on what he will do when he has finished his studies. He intends to move the world, in whatever profession he may find himself. I can see it in his look and he will do it, I know.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FIRST YEAR.

FRENCH.

HONORS.

Examiner : W. C. P. BREMNER, B.A.

Translate :

(a) Bon ! qu'est-ce que le sens ? est-ce faire la moue,
Nouer de longs projects qu'un accident dénoue,
Toujours prévoir, toujours appréhender ? Ma foi,
Ce dont on pleur ailleurs me met en gaité, moi ;
Je me livre au hasard qui me mène à sa guise,
Et chevauche, joyeux, de surprise en surprise.
Les faits, et non pas moi, sont des extravagants,
Témoin ceux qu'on a vus depuis tantôt cinq ans.
Voilà, vous l'avouerez, de l'incompréhensible ;
Ce serait monstrueux, si ce n'était risible.
Des bourgeois souverains, des rustres généraux,
Des bottiers, des tailleurs, qui battent des héros,
Tandis que des marquis, par la contraire chance,
Se font maîtres d'escrime ou professeurs de danse,
C'est absurde, à tel point que c'est divertissant.
Voyez-vous ce monsieur, d'or tout resplendissant ?
Il fut de mes fermiers ; avec l'argent d'un terme
Il acheta les biens dont il avait la ferme ;
Il a des millions ; moi, je n'ai plus un sou ;
Je trouve cela drôle, et j'en ris comme un fou.
Bref, depuis quinze jours que j'y suis, j'étudie
Paris, et chaque instant m'offre la comédie.

LE LION AMOUREUX.

1. Who is the speaker ? Mention incidents, shewing how this character is kept up.

2. Write in full the Pres. Indic., and the 1st Per. Pl. of the Pret. Def. and Fut. Indic., of the Pres. and Imperf. Subjun. of all irregular verbs in the extract.

3. Write notes on *que* as used in the first two lines.

4. *qu'on a vus*. Why *vus*? When is *qui* used as an object?

5. *avoûrez*. Write a note on this form of the verb.

Translate :

(a) Ils entrèrent tous trois chez la Rebec, et, en moins d'un quart d'heure, la grosse boiteuse réussit à leur servir une omelette de bonne mine, du pain bis et du vin clair. Les paysans ne mangent pas vite, et le petit Pierre avait si grand appétit qu'il se passe bien une heure avant que Germain pût songer à se remettre en route. La petite Marie avait mangé par complaisance d'abord; puis, peu à peu, la faim était venue : car à seize ans on ne peut pas faire longtemps diète, et l'air des campagnes est impérieux. Les bonnes paroles que Germain sut lui dire pour la consoler et lui faire prendre courage produisirent aussi leur effet; elle fit effort pour se persuader que sept mois seraient bientôt passés, et pour songer au bonheur qu'elle aurait de se retrouver dans sa famille et dans son hameau, puisque le père Maurice et Germain s'accordaient pour lui promettre de la prendre à leur service.

(b) Tiens, ça me fait plus de peine que je ne peux te le dire, et j'ai envie de te ramener chez ta mère au lieu d'aller à Fourche.

(c) Pour le coup j'y renonce ! dit Germain en frappant du pied. On nous a jeté un sort, c'est bien sûr, et nous ne sortirons d'ici qu'au grand jour. Il faut que cet endroit soit endiable.

LA MARE AU DIABLE.

1. *Pût songer*. Why Subjunctive?

2. "*sut lui dire*," "*et lui faire prendre*". Explain *lui* in each case.

3. *la petite Marie*. When is the article used with the names of persons?

Translate :

Je lui expliquai les motifs qui avaient dû nécessairement amener ce résultat. Le premier était la multiplicité des emprunts et l'accumulation des intérêts, dont il n'avait point semblé se préoccuper. L'absence de comptabilité écrite et sérieuse l'avait évidemment trompé ! il écouta mes explications les deux poings appuyés sur la table et les regards fixés sur les miens.

Je comprends ! je comprends ! dit-il, quand j'eus achevé ; j'ai fait entrer dans mon écurie tous les chevaux qu'on a voulu me prêter sans penser qu'ils me ruineraient en fourrage. Mille millions de diables ! voilà où l'on est conduit quand on ne sait pas tracer vos pattes de mouches, et qu'on ne connaît pas votre grimoire ! Ceux qui n'ont que leur caboche pour *grand livre* devraient tout régler de la main à la main, et ne pas se jeter dans les paperasses. C'est comme la rivière, vois-tu, on finit toujours par s'y noyer.

Je lui demandai avec inquiétude s'il n'avait point d'autres ressources que celles dont je venais de prendre note, et si c'était bien là son bilan définitif.

Du tout, du tout, reprit-il précipitamment ; tu me dis qu'il manque vingt-trois mille francs ? . . . Eh bien ! on les trouvera ; ils sont ailleurs.

CONFESSIONS D'UN OUVRIER.

1. *qui avaient dû.* Translate : He ought to have gone to school.
2. *qu' on a voulu.* Write a note on the agreement of *voulu*.
3. *tout régler.* Translate. : We have them all. He has done everything. That's all.
4. *s'il n'avait point.* What difference between *point* and *pas* ?
5. *vingt-trois mille.* What numerals take the mark of the plural ?

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

GERMAN GRAMMAR AND COMPOSITION.

Examiner: A. F. CHAMBERLAIN, M.A.

I.

1. Mention the German prepositions that govern the Dative Case only, and give two examples of the idiomatic uses of each.

2. Show by examples the nature and method of formation of German adverbs.

3. State the force of the following suffixes, giving an example to illustrate each, and indicating their use in word-formation: *-chen, -heit, -nis, -in, -tum, -bar, -schaft, -haft.*

4. Define the inflectional and syntactical irregularities of the verbs *mögen* and *können*.

5. Write notes on the use of the Genitive Case in German.

6. Examine the following sentences, and make any corrections necessary:

(a) An die ufer des rheines stehen herrlichen Burge.

(b) Man sagt er hat auf der Kirche gegangen.

(c) Es gibt viel Beeten in den Garten des Herren.

(d) Das Antwort und der Frage sind dieselben nicht.

(e) Kennen sie wer diesen Mann ist!

II.

(A) Translate into German *any six* of the following sentences :

- (a) Which is the heavier, lead or gold ?
- (b) What has become of your friend ?
- (c) The ship has sunk in the deep sea.
- (d) The twenty-fourth of May is the Queen's birthday
- (e) The days are longest in the month of June.
- (f) When did you begin to study German ?
- (g) Toronto is the largest city in Ontario.
- (h) The present Emperor of Germany is William II.
- (i) Have you ever been in England ?
- (j) There are many long rivers in Canada.

(B) Translate into English *any six* of the following sentences :

- (a) Je höher ein Vogel fliegt, je kleiner scheint er zu werden.
- (b) Man sagt : Eine Schwalbe macht keinen Sommer.
- (c) Wer gern giebt, fragt nicht lange.
- (d) Vergeben ist leichter denn vergessen.
- (e) Geht Ihre Uhr vor, oder geht sie nach ?
- (f) Sie müssen die englischen Zeitungen lesen.
- (g) Stehen sie gewöhnlich früh des Morgens auf ?
- (h) Es lässt sich nicht ändern.
- (i) Er ging jeden Tag um fünf Uhr aus.
- (j) Sieht es nicht nach Regen aus ?

III.

Answer, in German sentences of not fewer than six words each, *any four* of the following sentences :

- (a) Was für Bücher lesen Sie ?
- (b) Haben Sie einen Bruder ?
- (c) Was für Sprachen studieren Sie ?
- (d) Auf welche Weise gedenken Sie diesen Sommer zuzubringen ?
- (e) Wo sind Sie geboren, und in welchem Jahre ?
- (f) Gibt es heute etwas Neues ?

(g) Möchten sie nicht eine Reise nach Europa machen ?

(h) Der wievielste ist heute ?

IV.

Translate into English :

(a) Napoleon Bonaparte war auf keinem Thron geboren ; er stammte aus einer armen adeligen Familie in Ajaccio, der bedeutendsten Stadt der Insel Corsika. Sein Vater war Rechtsgelehrter, seine Mutter, Lütitia, eine der schönsten Frauen ihrer Zeit. Er war der zweite von acht Geschwistern und 1769 geboren.

(b) Zwei Stunder nach Mitternacht, es war am zwölften Oktober, riefen zwei Matrosen der Pinta, welche vorauselte: " Land ! Land !" und gaben noch andere Zeichen der Freude. Sie hatten auch die Küste in der That entdeckt. Sie waren nur noch zwei Meilen davon entfernt. Bei Tagesanbruch sah man eine schöne, flache Insel, in dem Schmucke der Tropenvegetation.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

GERMAN AUTHORS.

Examiners: { W. H. VANDERSMISSEN, M.A.
G. H. NEEDLER, B.A., PH.D.

* * All Candidates *must* take Parts I. and IV. Candidates for Honors in the Departments of Natural Sciences and of Chemistry and Mineralogy are allowed an option between Parts II. and III.; other Candidates *must* take Part II.

I.

Translate:

(a) Volz (am Tische links Briefe schnell öffnend, durchsehend und mit Bleistift bezeichnend). Ich habe die Revision bereits gemacht, alter Schelm.

Müller. Nicht ganz. Hier unten ist noch das Manuskript, welches Herr Bellmaus den Seßern gegeben hat.

Volz. Her damit! (liest in der Zeitung) Wäsche vom Boden gestohlen—Drilllinge geboren—Concert, Concert, Vereinsfugung, Theater—Alles in Ordnung—Neuerfundene Locomotive; die große Seeschlange gesehen (Aufspringend). Alle Wetter, kommt der wieder mit der alten Seeschlange! Ich wollte, sie würde ihm als Gelee gefocht und er müßte sie kalt aufessen (eilt zur Thür rechts). Bellmaus, Ungeheuer, komm hervor!

Bellmaus (von rechts eintretend, die Feder in der Hand). Was giebt's? Wozu der Lärm?

Volz (feierlich). Bellmaus, als wir dir die Ehre erwiesen, dich mit Verfertigung der Nippesachen für dieses Blatt zu betrauen, da war die Meinung nicht, daß du die ewige große Seeschlange durch die Spalten unserer Zeitung wälzen solltest! — Wie konntest du die abgedroschene Lüge wieder hineinsetzen?

FREYTAG, Die Journalisten.

1. Parse the following verbs, giving the inf., impf. ind. 1st sing., and past part. of each : *gegeben, gestohlen, geboren, gesehen, aufessen, kommen, hineinsetzen.*

2. Accentuate *durchsehend, Revision, Munnigfältige, Concert, Vereinssitzung, Theater.*

3. *Gelee.* Indicate the proper pronunciation of this word.

4. Give the gender of *Drilling, Concert, Vereinssitzung, Theater, Ungeheuer, Spalte*, with rules.

5. *Kommt der, &c. ; sie würde—aufessen.* Write notes on the construction of these clauses.

6. Give the gen. sing. and nom. pl. of *Revision, Schelm, Concert, Locomotive, Ungeheuer, Blatt.*

Translate :

(b) **BOLZ.** Die kleine Begebenheit ist wie hundert andere, und sie wäre mir gar nicht interessant, wenn ich sie nicht selbst erlebt hätte. Denken Sie sich ein altes Haus, ich bin Student und wohne darin drei Treppen hoch. In dem Hause mir gegenüber wohnt ein junger Gelehrter ; wir kennen einander nicht. Mitten in der Nacht weckt mich ein wüster Lärm und ein merkwürdiges Knistern unter mir. Wenn das Mäuse waren, so muszten sie einen Fackeltanz aufführen, denn meine Stube war hell erleuchtet. Ich springe an das Fenster, da schlägt die helle Flamme aus dem Stockwerk unter mir bis zu mir herauf, meine Fensterscheiben springen um meinen Kopf herum und ein nichts-würdiger Qualm dringt auf mich ein. Weil es unter diesen Umständen ungemüthlich wurde, sich zum Fenster hinauszulegen, so laufe ich an die Thür und öffne. Auch die Treppe kann die Gemeinheit nicht verleugnen, welche altem Holz eigen ist, sie brennt in heller Flamme. Drei Treppen hoch und kein Ausweg, ich gab mich verloren !—

Ibid.

II.

Translate :

Denn die Flut fing an, sich zu verlaufen, und die Führer der Flotte, aus Furcht mit ihren schweren Fahrzeugen auf dem Strande zu bleiben, und bei einem unglücklichen Ausgang des Treffens dem Feinde zur Beute zu werden, zogen sich von dem Damme zurück und suchten das hohe Meer zu gewinnen. Kaum bemerkte dies Alexander, so zeigte er seinen Truppen die fliehenden Schiffe, und munterte sie auf, mit einem Feinde zu enden, der sich selbst aufgegeben habe. Die holländischen Hülfstruppen waren die ersten, welche wankten, und bald folgten die Seeländer ihrem Beispiel. Sie warfen sich eiligst den Damm herab, um durch Waten oder Schwimmen die Schiffe zu erreichen, aber weil ihre Flucht viel zu ungestüm geschah, so hinderten sie einander selbst, und stürzten haufenweise unter dem Schwert des nachsetzenden Siegers. Selbst an den Schiffen fanden Viele noch ihr Grab, weil jeder dem andern zuvorkommen suchte, und mehrere Fahrzeuge unter der Last derer, die sich hineinwarfen, untersanken.

SCHILLER, *Belagerung von Antwerpen.*

1. Account for the position of each of the following words in its sentence: *an* (l. 1), *bleiben*, *zogen*, *Alexander*, *zeigte*, *habe*, *Seeländer*, *herab*, *geschah*.
2. Accentuate *hineinwarfen*, *untersanken*, giving reasons.
3. *aufgegeben habe*. Parse, and account for the mood.

III.

A. Translate one only of the following extracts, answering the questions attached to (a).

- (a) Bei andern Elementen, wie z. B. beim Quecksilber, Zink und Cadmium, ist Atom und Molecül identisch. Man kann die relativen Gewichte der Atome bestimmen, indem man dem Atom irgend eines Elementes ein bestimmtes Atomgewicht willkürlich ertheilt, mit welchem man die Atomgewichte anderer Elemente vergleichen kann. Diese relativen Gewichte heissen die *Atomgewichte*. Da der Wasserstoff von allen Elementen das niedrigste Atomgewicht besitzt, so hat man sein Atomgewicht als Einheit gewählt. Das

Ibid.

*
Moleculargewicht eines Elementes oder einer Verbindung ist die Summe der Gewichte der sie bildenden Atome.

HODGES, *Scientific German*, Pt. I.

1. *z.B., d.h.* Write these two contractions out in full.

2. Give the principal parts of *besitzen, lassen, vergleichen, heissen, enthalten*.

3. *der sie bildenden Atome.* Show the relation of these words to one another, substituting a relative sentence.

(b) Da die Nährstoffe durch die geschlossenen Wandungen der Zellen hindurchtreten müssen, um in diese hinein zu gelangen, so folgt, dass sie in gelöster, flüssiger Form vorhanden oder gasförmig sein müssen. Sie gelangen auf dem Wege einfacher Diffusion in die zur Aufnahme geeigneten Zellen. Der *Kohlenstoff* wird den Pflanzen hauptsächlich dadurch zugeführt, dass die blattgrünhaltigen Organe Kohlensäure aufnehmen, dieselbe unter dem Einflusse des Lichtes in ihre Elemente zerlegen, den Kohlenstoff für sich behalten und den Sauerstoff wieder abscheiden. Der *Wasserstoff* gelangt in alle stickstofffreien Verbindungen wohl nur durch Zersetzung von Wasser; in die stickstoffhaltigen, ausser auf diesem Wege, vielleicht auch noch durch Aufnahme von Ammoniak.

Ibid.

B. Translate into German :

(a) Energy means the power of doing work. There are two kinds of energy which are being continually changed into each other, and these are the energy of actual motion (*or kinetic energy*), and the energy of position (*or potential energy*). Energy is not destroyed by impact, but is converted into heat.

Also any two of the following sentences :

(b) Elastic fluids have been divided, for convenience sake, into gases and vapors.

(c) The intensity of sound is inversely as the square of the distance of the sonorous body from the ear.

(d) More than three-fourths of the elementary substances possess metallic properties, and among them are all the useful metals.

IV.

Translate:

(a) Die Schlacht von Marignano war gewonnen und setzte den König Franz I. in den Besitz von Mailand. Der junge König war so freudetrunken über diesen ersten Sieg, daß er das Verlangen äuszerte, hier auf dem Schlachtfelde in der Mitte der Helden nach alter Weise zum Ritter geschlagen zu werden. Er wandte sich an Bayard, den Ritter ohne Furcht, und sagte: "Ich kenne niemand in dem Heere, der so allgemein geschätzt wird als dieser Ritter. Ja, Bayard, lieber Freund, von Eurer Hand will ich heute zum Ritter geschlagen werden, weil derjenige, der sich in so vielen Schlachten als einen vollkommenen Ritter gezeigt hat, am meisten berechtigt ist, andere zu Rittern zu machen." Bescheiden blickte Bayard auf die anwesenden Fürsten und Herren und erwiderte, solche Ehre komme nur diesen zu. Umsonst; sie selbst munterten ihn dazu auf. Noch zögerte er beschämt. "Nichts, nichts!" rief der König, "ich befehle es." Und der König kniete nieder und empfing den Ritterschlag.

(b) Hinaus in die Ferne mit lautem Hörnerklang,
Die Stimmen erhebet zum männlichen Gesang!
Der Freiheit Hauch weht mächtig durch die Welt,
Ein freies, frohes Leben uns wohlgefällt.

Wir halten zusammen, wie treue Brüder thun,
Wenn Tod uns umgrauet und wenn die Waffen
ruhn;

Uns alle treibt ein reiner, froher Sinn,
Nach einem Ziele streben wir alle hin.

Der Hauptmann, er lebe! er geht uns kühn voran;
Wir folgen ihm mutig auf blut'ger Siegesbahn.
Er führt uns jetzt zum Kampf und Sieg hinaus,
Er führt uns einst, ihr Brüder, ins Vaterhaus.

Wer wollte wohl zittern vor Tod und vor Gefahr?
Vor Feigheit und Schande erbleichet unsre Schar;
Und wer den Tod im heil'gen Kampfe fand,
Ruht auch in fremder Erde im Vaterland!

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FIRST YEAR.

GERMAN.

HONORS.

Examiner : G. H. NEEDLER, B.A., PH.D.

I.

Translate :

Ich lebte still und harmlos — das Geschloß
War auf des Waldes Tiere nur gerichtet,
Meine Gedanken waren rein von Mord —
Du hast aus meinem Frieden mich heraus
Geschreckt ; in gährend Drachengliß hast du
Die Milch der frommen Denkart mir verwandelt ;
Zum Ungeheuren hast du mich gewöhnt —
Wer sich des Kindes Haupt zum Ziele setzte,
Der kann auch treffen in das Herz des Feinds.

Die armen Kindlein, die unschuldigen,
Das treue Weib muß ich vor deiner Wut
Beschützen, Landvoigt ! — Da, als ich den Bogenstrang
Anzog — als mir die Hand erzitterte —
Als du mit grausam teuflischer Lust
Mich zwangst, aufs Haupt des Kindes anzulegen —
Als ich ohnmächtig stehend rang vor dir,
Damals gelobt' ich mir in meinem Innern
Mit furchtbarem Eidschwur, den nur Gott gehört,
Daß meines nächsten Schusses erstes Ziel
Dein Herz sein sollte — Was ich mir gelobt
In jenes Augenblickes Höllequalen,
Ist eine heil'ge Schuld — ich will sie zahlen.

SCHILLER, *Wilhelm Tell*.

1. Who is here speaking ? Explain the connection of this extract with the plot.

2. in *gäkrend Drachengift*. Give the prose form of this expression.

3. Give the principal parts of *treffen*, *anzog*, *zwangst*, *anlegen*.

4. Sketch the part taken in the play by Ulrich von Rudenz, Arnold von Melchthal, and Hedwig [Tell's wife].

5. What was Schiller's motive in introducing Johannes Parricida? Give an account of his reception at Tell's house.

II.

Translate :

HENNING. Vater Lange, ich habe Euch schon einmal gesagt, dasz Ihr mir die Dörte geben sollt. Dazumal habt Ihr mich ausgelacht, und ich habe es 'runterwürgen müssen. Jetzt meint' ich nur, das Lachen wäre Euch am Ende vergangen, von wegen—(macht die Gebärde des Hängens) und wenn Ihr die Augen zugemacht habt,—und denn Haus und Hof ohne Herrn—und weil die Dörte mich will, so freiten wir uns am Ende doch, und da wär's doch besser,—Ihr gebt uns Euern Segen—man wüszte doch, woran man wäre—und das Sterben würde Euch nicht so sauer, wenn Ihr Eure Tochter—

LANGE (der sich inzwischen umgewandt hat.) Halt, Spitzbube! Hab' ich Dich erwischt auf Deinem fahlen Pferde? Ein Satan von einem Bauernlummel, schlau wie die Sünde! Macht mir erst die Hölle heisz, damit ich weichmütig werden soll, der durchtriebene Mordhallunke, und dann soll Vater Lange seinen väterlichen Segen—nee, mein Sohn; um Vater Langen übern Löffel zu balbieren, muszt Du früher aufstehn.

HEYSE, *Hans Lange*.

1. Under what circumstances did this conversation take place?

2. Describe any two of the following events in the play :

(a) Bugslaff brought before the duchess, with Enoch's account of his arrest.

(b) Achim's attempt to surprise Bugslaff at Hans Lange's house, and bring him to Rügenwalde.

(c) Bugslaff's appearance as victor at the castle, and what follows to the end of the play.

III.

Translate :

Das unbekannte Wasser lag so schwarz um ihn her, hinter sich hörte er das Springen eines Fisches ; es wurde ihm plötzlich so unheimlich in dem fremden Elemente, dasz er mit Gewalt das Gestrück der Pflanzen zerrisz, und in athemloser Hast dem Lande zuschwamm. Als er von hier auf den See zurückblickte, lag die Lillie wie zuvor fern und einsam über der dunklen Tiefe.—Er kleidete sich an und ging langsam nach Hause zurück. Als er aus dem Garten in den Saal trat fand er Erich und die Mutter in den Vorbereitungen einer kleinen Geschäftsreise, welche am andern Tage vor sich gehen sollte. Wo sind denn Sie so spät in der Nacht gewesen ? rief ihm die Mutter entgegen. Ich ? erwiederte er ; ich wollte die Wasserlilie besuchen ; es ist aber nichts daraus geworden. Das versteht wieder einmal kein Mensch ! sagte Erich. Was Tausend hattest du denn mit der Wasserlilie zu thun ? Ich habe sie früher einmal gekannt, sagte Reinhardt ; es ist aber schon lange her.

STORM, *Inmensee.*

1. *lag, gekannt.* Give the principal parts of *liegen, legen* and *lügen* ; *kennen* and *können*.
2. *nach.* Explain the difference in the use of *nach* and *zu* as equivalents of "to." Illustrate by forming four distinct sentences in German.
3. To what extent is this effort to gain the water-lily symbolic of Reinhardt's life-experience ?

IV.

(a) Translate :

Es giebt eine Art guter Köpfe, die in der Jugend vornehmlich verkannt werden ; und unter diese gehörte auch Lessing. Auch die besten Vorschriften sind für sie nicht ; sie müssen durchaus ihrem eignen Gange ganz überlassen werden. Ihrem Studiren eine andere, und wie man glaubt, eine bessere Richtung geben, ist soviel, als sie davon abwendig machen ; und wenn sie sich sogar aus eignen Überzeugung nach fremder Vorschrift zwingen wollen, so fühlen sie doch das für sie

[OVER.]

nicht passende Joch. Fallen sie aber auf etwas von freien Stücken, so leben und weben sie ganz darin, und lassen nicht eher ab, als bis sie es ziemlich erschöpft zu haben glauben. Unterdessen nehmen sie aber nichts anders vor; selbst ihre Erholungen haben darauf Beziehung. Je grösser der Umfang ihrer Kenntnisse wird, je länger hält ihr Fleisz an. Dabei sind sie aber doch sehr der Zerstreuung ausgesetzt, und können leicht auf einen andern Gegenstand mit eben der Hitze und Anhaltung gebracht werden. Das Planmässige fällt also ganz bei ihnen weg, das jeder andere Studierende beobachten musz, wenn er die Universität nicht vergebens besucht haben will.

- (b) Nur Geduld, wenn Spötter rasen,
Ist die Drohung oft nur Wind,
Eichen wachsen oft aus Steinen,
Vor dergleichen Ruthen weinen,
Zeigt ein unbesonnen Kind.

Nur Geduld! das falsche Glücke
Prüft die Helden durch den Streit:
Ohne Blut ist wol kein Siegen;
Und ein wahres Selbstvergnügen
Kommt nicht ohne Kampf und Leid.

Nur Geduld, wenn Neider prahlen,
Denn es ist ein Uebergang:
Eh' wir oft die Hand verkehren,
Wird ihr Lachen schon zu Zähnen
Und die Lust ein Mordgesang.

Nur Geduld, die rechte Liebe
Grünet auf Beständigkeit!
Läsz uns manche Schönheit warten,
Gibt uns endlich doch ihr Garten
Blumen der Zufriedenheit.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FIRST YEAR.

GERMAN.

HONORS.

Examiners: { A. F. CHAMBERLAIN, M.A.
G. H. NEEDLER, PH. D.

I.

1. Indicate the various uses of the Genitive and Dative Cases in German, illustrating your answer by examples.
2. Give an account of the comparison of German adjectives and adverbs.
3. Tell what you know of the syntax of appositive nouns in German.
4. Write a note on the use of the prepositions *um*, *zu*, *nach*, *von*.

II.

Translate into English the following :

- (a) Der Hirsch ist ein schönes, edel gebautes Tier, mit schönen, grossen feurigen Augen, kleinem Kopfe, mit dem herrlichen Geweih geziert, und mit Füßen, die schlank, jedoch kräftig gebaut sind. Sein Geruch und Gehör sind schärfer, denn sein Gesicht. Wenn er horcht, regt er die Ohren und richtet den Kopf in die Höhe, um jeden Schall besser auffangen zu können. Wenn ihm der Wind entgegen kommt, riecht (*vernimmt*) er auf mehrere hundert Schritte den Menschen. Er ist neugierig, schlau und listig. Wenn man ihm von weitem zuruft oder pfeift, oder wenn er Musik hört, so bleibt er stehen und sieht sich um; be-

merkt er einen Menschen ohne Gewehr und Hund,
so geht er stolz vorüber, denn er weisz bald den
Jäger von dem Holzhauer und Wandrer zu unter-
scheiden.

- (b) Die Erde sagt es den Lerchen an,
Dasz der Frühling gekommen sei,
Da schwingen sie sich himmelan
Und singen es laut und frei.
Es hört's der Wald, es hört's das Feld,
Die Wiesenblumen und Quellen,
Und endlich hört's die ganze Welt
Auch der Mensch in seinen Zellen.
Der Mensch hört es zuletzt und sieht
Nur, wie der Frühling ihm entflieht."

HOFFMANN VON FALLERSLEBEN.

- (c) Das ist der Tag des Herrn ;
Ich bin allein auf weiter Flur ;
Noch eine Morgenglocke nur ;
Nun stille nah und fern
Anbetend knie ich hier.
O süßes Graun ! geheimes Wehn !
Als knieten viele ungesehn
Und beteten mit mir.
Der Himmel, nah und fern,
Er ist so klar und feierlich,
So ganz, als wollt er öffnen sich,
Das ist der Tag des Herrn.

LUDWIG UHLAND.

III.

A. Translate into German any *eight* of the following sentences :

1. I am sorry that you have been obliged to wait so long for me. 2. I have heard it said that he will have to leave the city. 3. The father departed after he had seen his son arrive. 4. During the fine weather the invalid goes driving every second day. 5. The beggar asked the rich man for a little money, but he gave him none. 6. Mr. B. has not yet been able to take ship for Europe. 7. Believe me, it is impossible for that man to tell the truth. 8. I had already forgiven him before he begged my pardon. 9. It would not surprise me at all if we should have more rain to-day. 10. As soon as June comes we shall say good-bye to the city.

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B. Translate into German :

At this time Burke wrote his famous treatise on the difference between old English and new French liberty. We cannot, he said, go to work carefully enough in this respect. In England each estate has inherited extensive liberties. But a wise foresight, founded upon experience, has set a limit to these liberties. In France they proclaim the natural rights of men and the principle of equality. Ours is a practical liberty, theirs a theoretical. Ours has a historical basis, theirs a purely philosophical one. Ours rests upon clear definitions of the laws, theirs upon the arbitrary definitions of their philosophers.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

ITALIAN.

HONORS.

Examiner: WM. OLDRIGHT, M.A., M.D.

1. Translate:

IL TAMBURINO SARDO.

(Racconto mensile.)

Nella prima giornata della battaglia di Custoza, il 24 luglio del 1848, una sessantina di soldati d'un reggimento di fanteria del nostro esercito, mandati sopra un'altura a occupare una casa solitaria, si trovarono improvvisamente assaliti da due compagnie di soldati austriaci, che tempestandoli di fucilate da varie parti, appena diedero loro il tempo di rifugiarsi nella casa e di sbarrare precipitosamente le porte, dopo aver lasciato alcuni morti e feriti nei campi. Sbarrate le porte, i nostri accorsero a furia alle finestre del pian terreno e del primo piano, e cominciarono a fare un fuoco fitto sopra gli assalitori, i quali, avvicinandosi a grado a grado, disposti in forma di semicerchio, rispondevano vigorosamente. Ai sessanta soldati italiani comandavano due ufficiali subalterni e un capitano, un vecchio alto, secco e austero, coi capelli e i baffi bianchi; e c'era con essi un tamburino sardo, un ragazzo di poco più di quattordici anni, che ne dimostrava dodici scarsi, piccolo, di viso bruno olivastro, con due occhietti neri e profondi, che scintillavano. Il capitano, da una stanza del primo piano, dirigeva la difesa, lanciando dei comandi che parean colpi di pistola, e non si

vedeva sulla sua faccia ferea nessun segno di commozione. Il tamburino, un po' pallido, ma saldo sulle gambe, salito sopra un tavolino, allungava il collo, trattenendosi alla parete, per guardar fuori dalle fenestre; e vedeva a traverso al fumo, pei campi, le divise bianche degli Austriaci, che venivano avanti lentamente.

2. Write the date in the second line, using words instead of figures.
3. *giornata, sessantina, parete*. Give synonym and point out the differences.
4. Give the principal parts of *diedero—era—vedeva*.

SANGUE ROMAGNOLO.

5. Translate :

Quella sera la casa di Ferruccio era più quieta del solito. Il padre, che teneva una piccola bottega di merciaiole, era andato a Forlì a far delle compere, e sua moglie l'aveva accompagnato con Luigina, una bimba, per portarla da un medico, che doveva operarle un occhio malato; e non dovevano ritornare che la mattina dopo. Mancava poco alla mezzanotte. La donna che veniva a far dei servizi di giorno se n'era andata sull'imbrunire. In casa non rimaneva che la nonna, paralitica delle gambe, e Ferruccio, un ragazzo di tredici anni. Era una casetta col solo piano terreno, posta sullo stradone, a un tiro di fucile da un villaggio, poco lontano da Forlì, città di Romagna; e non aveva accanto che una casa disabitata, rovinata due mesi innanzi da un incendio, sulla quale si vedeva ancora l'insegna d'un'osteria. Dietro la casetta c'era un piccolo orto circondato da una siepe, sul quale dava una porticina rustica; la porta della bottega, che serviva anche di porta di casa, s'apriva sullo stradone. Tutt'intorno si stendeva la campagna solitaria, vasti campi lavorati, piantati di gelsi.

6. Compare *più, piccolo, quieta*.
7. *da un medico*. Give the various meanings and uses of *da*.
8. Point out all augmentatives and diminutives in the above extract, name the words from which they are derived, and state how they modify these.

9. Translate :

Il *cupatuz* gli accostò al viso una lanterna e lo guardò. Poi disse :—Sta bene.

Il ragazzo gli baciò la mano.

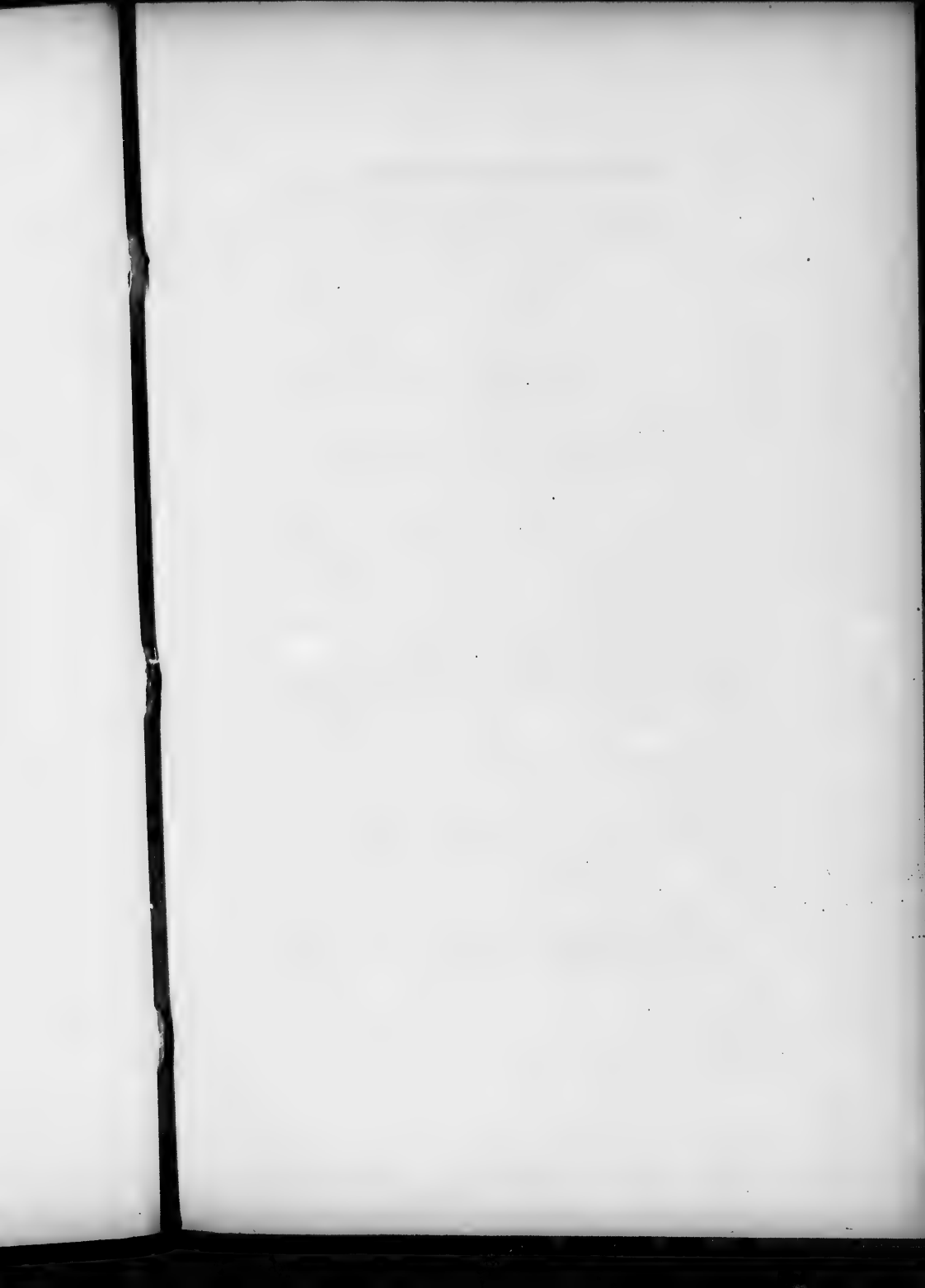
—Stanotte dormirai in un carro,—soggiunse il *cupatuz*, lasciandolo ;—domattina alle quattro ti sveglierò. *Buenas noches*.

La mattina alle quattro, al lume delle stelle, la lunga fila dei carri si mise in movimento con grande strepito : ciascun carro tirato da sei bovi, seguiti tutti da un gran numero di animali di ricambio. Il ragazzo, svegliato e messo dentro a un dei carri, sui sacchi, si riaddormentò subito, profondamente. Quando si svegliò, il convoglio era fermo in un luogo solitario, sotto il sole, e tutti gli uomini—i *peones*—stavano seduti in cerchio intorno a un quarto di vitello, che arrostita all'aria aperta, infilato in una specie di spadone piantato in terra, accanto a un gran foco agitato dal vento. Mangiarono tutti insieme, dormirono e poi ripartirono ; e così il viaggio continuò regolato come una marcia di soldati.

10. *Stanotte, domattina, fermo*. Give the full forms.

11. *Alle quattro...a un quarto*. Substitute fuller expressions, and parse *quarto*.

12. Give the plural and singular forms respectively of *luogo, cerchio, sacchi, specie, uomini*.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FIRST YEAR.

ITALIAN. HONORS.

Examiner : WM. OLDRIGHT, M.A., M.D.

1. Give the various forms of the definite article.
2. Give all rules for the formation of the plurals of nouns ending in *a*.
3. Give the various forms of comparatives of (regular) adjectives, with examples.
4. State the rules for the collocation (placing) of the conjunctive personal pronouns, mentioning any orthographical changes which they undergo. Illustrate by examples.
5. Give the principal parts of a regular verb of each conjugation.
6. Write out in full the preterite definite and the imperfect subjunctive of the second conjugation.
7. Also the present indicative and preterite definite of *avere*, and the imperative and imperfect subjunctive of *essere*.
8. Give the diminutive terminations, and their significations, with examples. What parts of speech do they modify ?

Translate :

(a) Come into the house.
house ? Go to Mr. Smith's.

Will you buy John's

(b) He saw her in church—at St. Peter's church. Toronto, a city of Canada.

(c) I drink water. Give me some water. Give me a glass (*bicchiere*) of water.

(d) Am I not right in saying that? We are agreed (*accordo*).

(e) The old man had white moustaches. "Red as a rose is she."

(f) My Bible (*Bibbia*) is older than John's; it was printed (*stampare*) two hundred years ago; I have had it more than twenty years.

(g) That is a most beautiful palace (*palazzo*); it is the most beautiful in the world, and larger than St. James's.

(h) Where is that brother of yours? What a great man he has become (*diventare*)! What book are you looking for (*cercare*)? What kind of book are you looking for?

(i) I am twenty years old. I was there twenty years ago. You have here twenty-one books.

(j) It was a quarter to three of Monday, the third day of May, eighteen hundred and fifty-six. Henry the Fourth succeeded (*succedere*) Richard the Second.

(k) Look at him walking up and down (*passaggiare*) the street (*strada*). Here I am working (*lavorare*) for you.

(l) Give it to me. No, do not give it to him, give it to me.

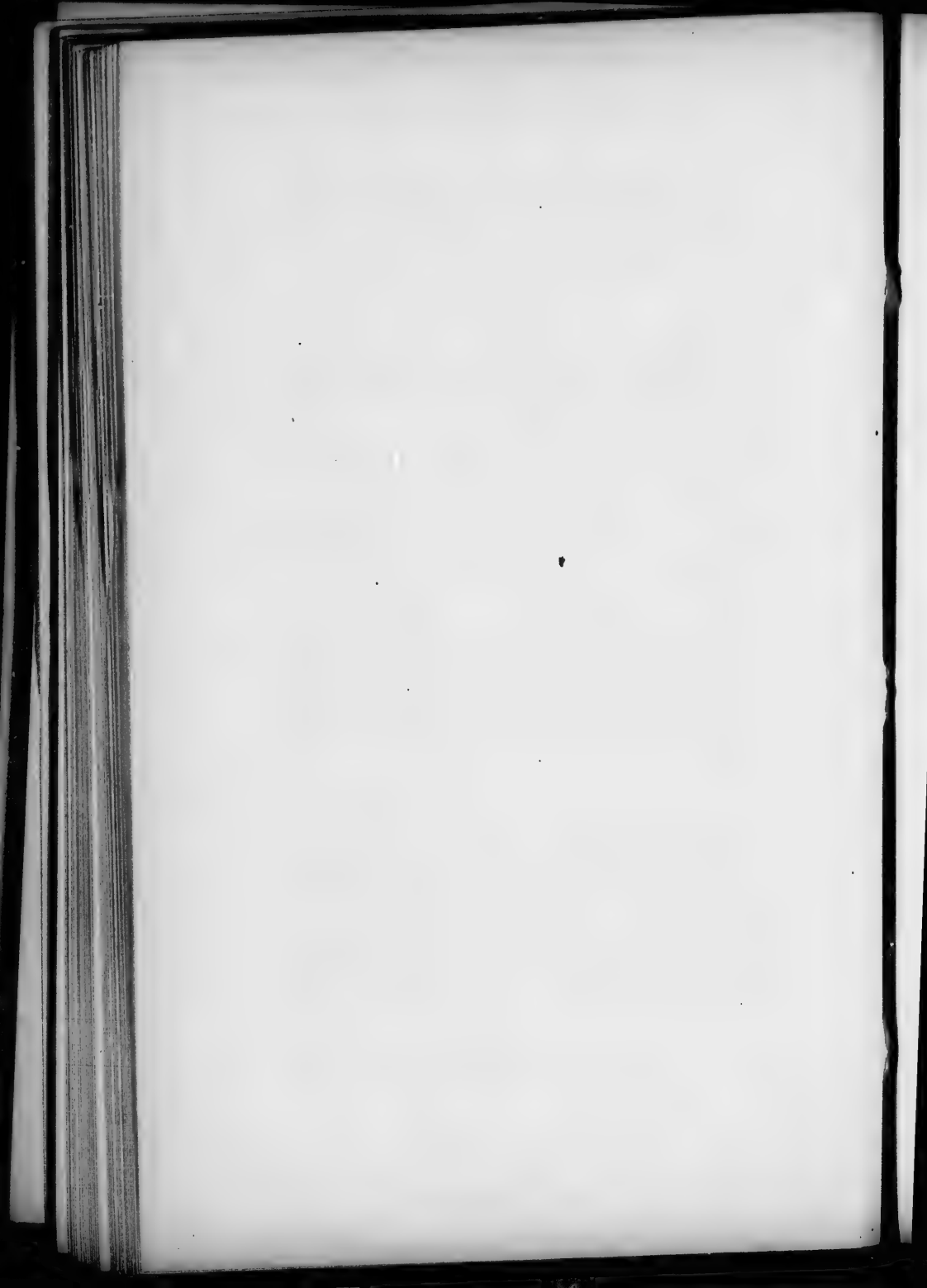
(m) M. Ghiandinelli wishes me to ask you (*lei*) if your wife has seen his wife.

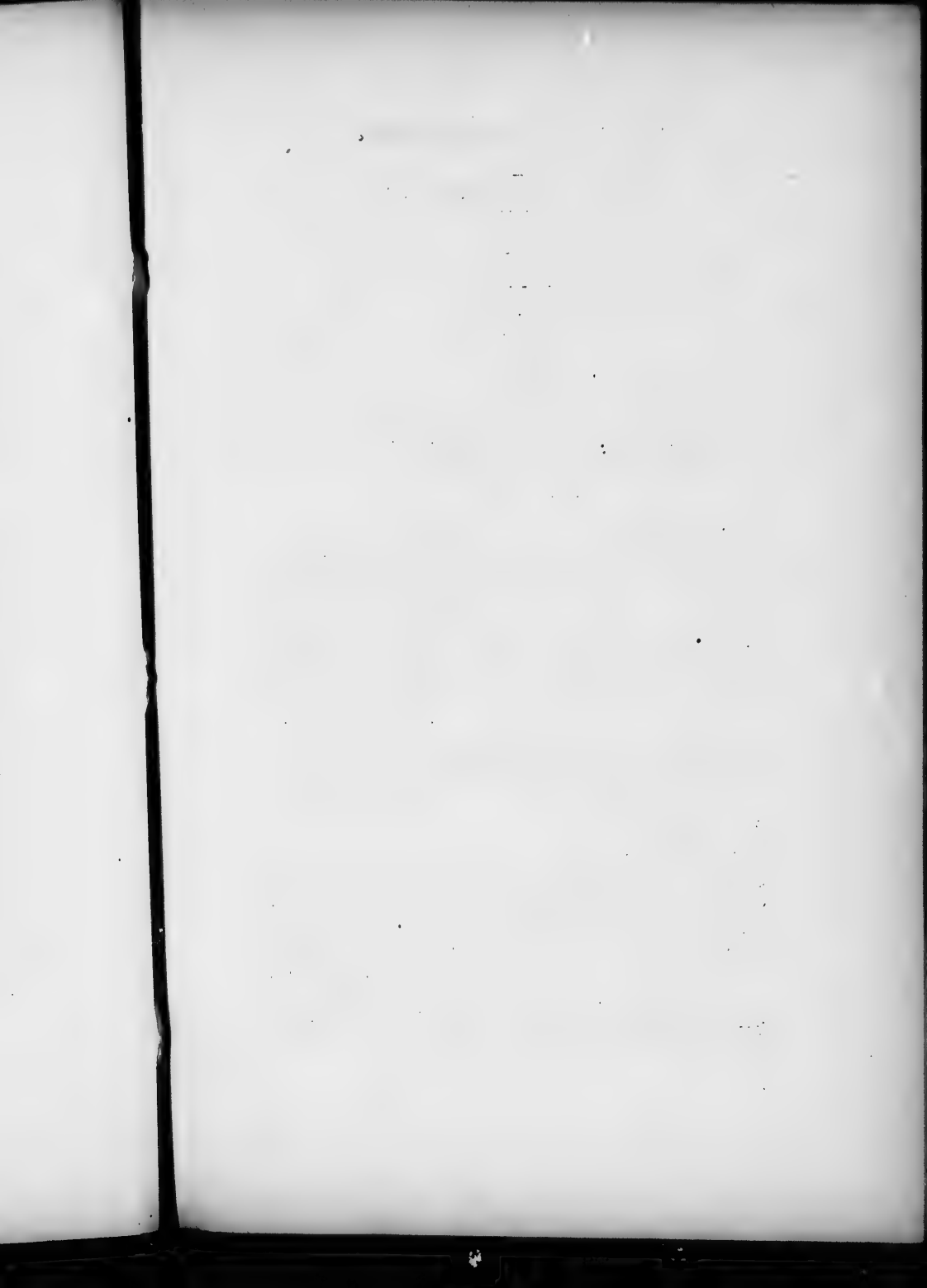
(n) He had just arrived, when I was on the point of setting out.

(o) I saw the boy whose father came to see you.

(p) Let him laugh (*ridere*) who wins (*guadagnare*).

(q) He arrived before the palace gate before the clocks of the city struck ten.





University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

ORIENTALS.

PASS.

Examiners: { J. M. HIRSCHFELDER.
J. F. McCURDY.

1. Translate :

וַיֹּאמֶר אֱלֹהִים תֹּצֵא אֶת־אֶרֶץ כְּנָעַן לְמִינָהּ בְּחֶמֶח
וְרַמְשׁ וְחִית־אֶרֶץ לְמִינָהּ וְיִחִי־כֶן : וְיִבְרָךְ אֹתָם
אֱלֹהִים וַיֹּאמֶר אֱלֹהִים פֶּרוּ וּרְבוּ וּמְלֵאוּ אֶת־הָאָרֶץ
וְכִבְשֶׁהָ וּרְדוּ בָדָגַת הַיָּם וּבְעוֹף הַשָּׁמַיִם וּבְכָל־חַיָּה
הָרֹמֶשֶׂת עַל־הָאָרֶץ :
Gen i. 24. 28.

2. Parse the words marked * in the above extract, accounting for all peculiarities of pointing.

3. Decline אֶרֶץ, giving also the forms of the singular with suffixes.

4. Translate :

וַיִּשְׁמְעוּ אֶת־קוֹל יְהוָה אֱלֹהִים מִתְחַלֵּף בְּגֹן לְרוּחַ חַיִּים
וַיִּתְחַבֵּא אָדָם וְאִשְׁתּוֹ מִפְּנֵי יְהוָה אֱלֹהִים בְּתוֹךְ עֵץ
הָגֶן : וַיֹּאמֶר אֶת־קֹלךָ שָׁמְעָתִי בְּגֹן וְאִירָא כִּי עִירָם
אֲנִכִּי וְאִתְּבֹא
Gen. iii. 8, 10.

5. Explain the construction of the first clause of the former of these two verses. Parse and inflect וְאִירָא. Discuss the forms וְיִתְחַבֵּא and וְאִתְּבֹא.

6. Translate :

ויאמר יחזקאל אל-קִין למה חרַח לך ולמה נָשָׂא פְּרִיָה :
חלָא אִם תִּשְׁטִיב שְׂאֵת וּאִם לֹא תִשְׁטִיב לְפָתַח חֲשֹׂאֵת
Gen. iv. 6, 7. : רִבֵּן וְאֵלֶיךָ תִּשְׁוֹקְתּוּ וְאַתָּה תִּמְשָׁל-בּוֹ :

7. Parse שְׂאֵת, תִּשְׁטִיב. Give an alternative form for the latter, and quote the phrase containing it. Write the last two words of the second of the above verses without Makkeph, and account for the present pointing with it.

8. Translate :

ויאמר יִשְׂרָאֵל אֶל יוֹסֵף הֲלֹא אָחִיךָ רָעִים בְּשָׂבָם לָכֵחַ
וְאֲשַׁלְּחֶךָ אֵלֵיהֶם וַיֹּאמֶר לוֹ הִנֵּנִי : וַיֹּאמֶר הָאִישׁ נִסְעוּ
מִזֶּה בִּי שְׁמַעְתִּי אֲמָרִים גָּלְכָה דַּתִּיכָה וַיֵּלֶךְ יוֹסֵף אַחֵר
אָחָיו וַיִּמְצְאֵם בְּדָתָן : וַיָּשָׁב רְאוּבֵן אֶל חִבּוֹר וְהִנֵּה
אֵין- יוֹסֵף בְּבוֹר וַיִּקְרַע אֶת-בְּגָדָיו :

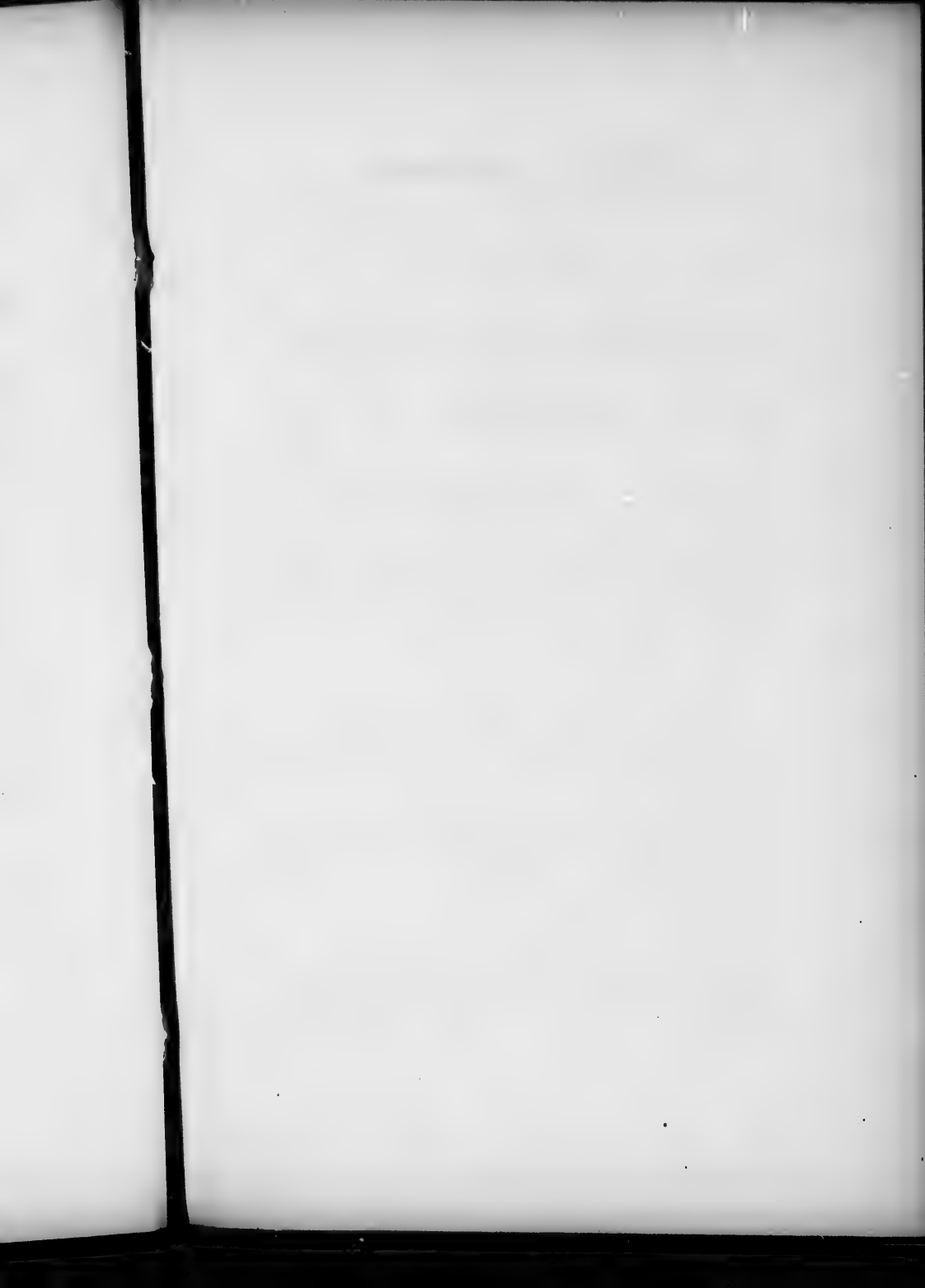
Gen. xxxvii. 13, 17, 29.

9. לָכֵחַ, גָּלְכָה, דַּתִּיכָה. Discuss the use of the affix דח in these words.

Parse וַיָּשָׁב, וַיִּמְצְאֵם. Why is the vowel retained in the penult of the word last named ?

10. Translate into Hebrew : The woman went to that great city to dwell there. They shut up the house and watched the men who were in it all the night. He looked for his brother and found him at home, and took him by his hand.

11. Give a brief sketch of the geographical distribution of the several divisions of the Semitic race.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FIRST YEAR.

DEPARTMENT OF NATURAL SCIENCE, CHEMISTRY AND MINERALOGY, AND PASS.

CHEMISTRY.

Examiner: T. PROCTOR HALL, M.A., PH.D.

1. State exactly the meaning of the sentence, "The molecular weight of oxygen is 31.92." Calculate the molecular weight of marsh gas independently from each of the following data :—

(1) The formula is C H_4 .

(2) Density (air = 1) is 0.554,

(3) One liter 0°C . and 750^{mm} weighs 0.7 gram.

When 10^{cc} of marsh gas are exploded in a eudiometer with 33^{cc} of oxygen, how much gas, and what kind, remains ?

2. What reasons have you for believing that atoms exist ? What is known of their nature ? Mention a different theory of the constitution of matter, and compare it with the atomic theory.

3. From the equation



find what weight of titanium dioxide is reduced by three grams of carbon, and what volume of carbon monoxide measured at 23°C . and 720^{mm} is produced by the same.

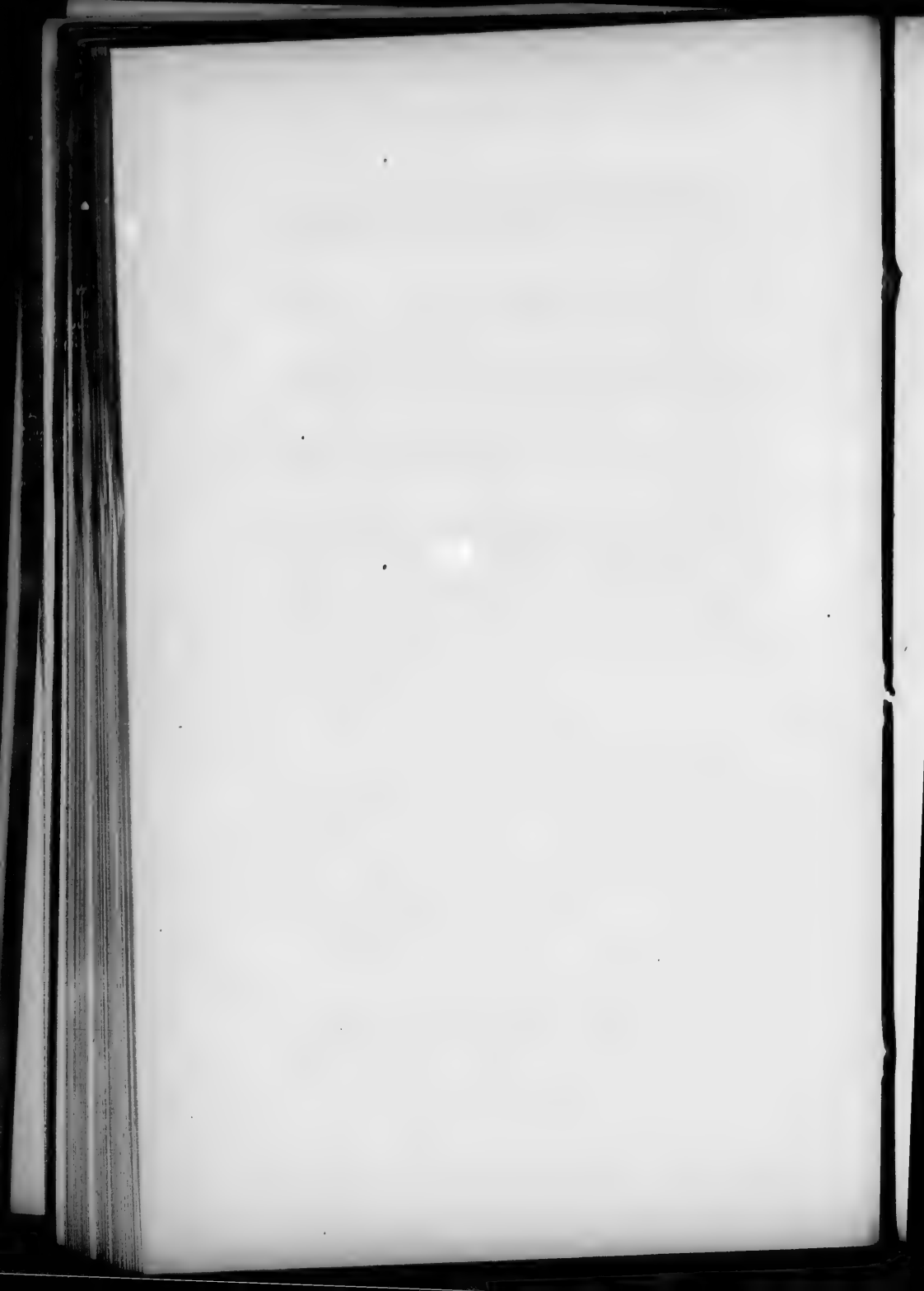
Write similar equations for the preparation of Silicon tetrachloride and boron trichloride. The atomic weight $\text{Ti} = 48$, $\text{C} = 12$, $\text{O} = 16$, may be used in these calculations.

4. In Mendelejeff's table, carbon and silicon are in the same group. Point out any relations between them which would justify such an arrangement.

If the element fluorine were unknown, which of its properties could be predicted by its position in the table?

6. Give the preparation and properties of hydrogen chloride, and compare with it the hydrides of the other elements.

7. Upon what evidence have chemists adopted Avogadro's theory, that equal volumes of gases, at the same temperature, and pressure, contain the same number of molecules? Indicate, in your answer, the use made of this theory in the determination of atomic weights.



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ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

BIOLOGY.

PASS.

Examiner: J. J. MACKENZIE, B.A.

NOTE.—Pass Candidates will answer any six questions. Honor Candidates the questions marked *.

1. Explain briefly the nature of chlorophyll and give its functions.

*2. Outline the method of reproduction in the Mosses.

*3. What are insectivorous plants? How do they obtain their food? Mention a Canadian example.

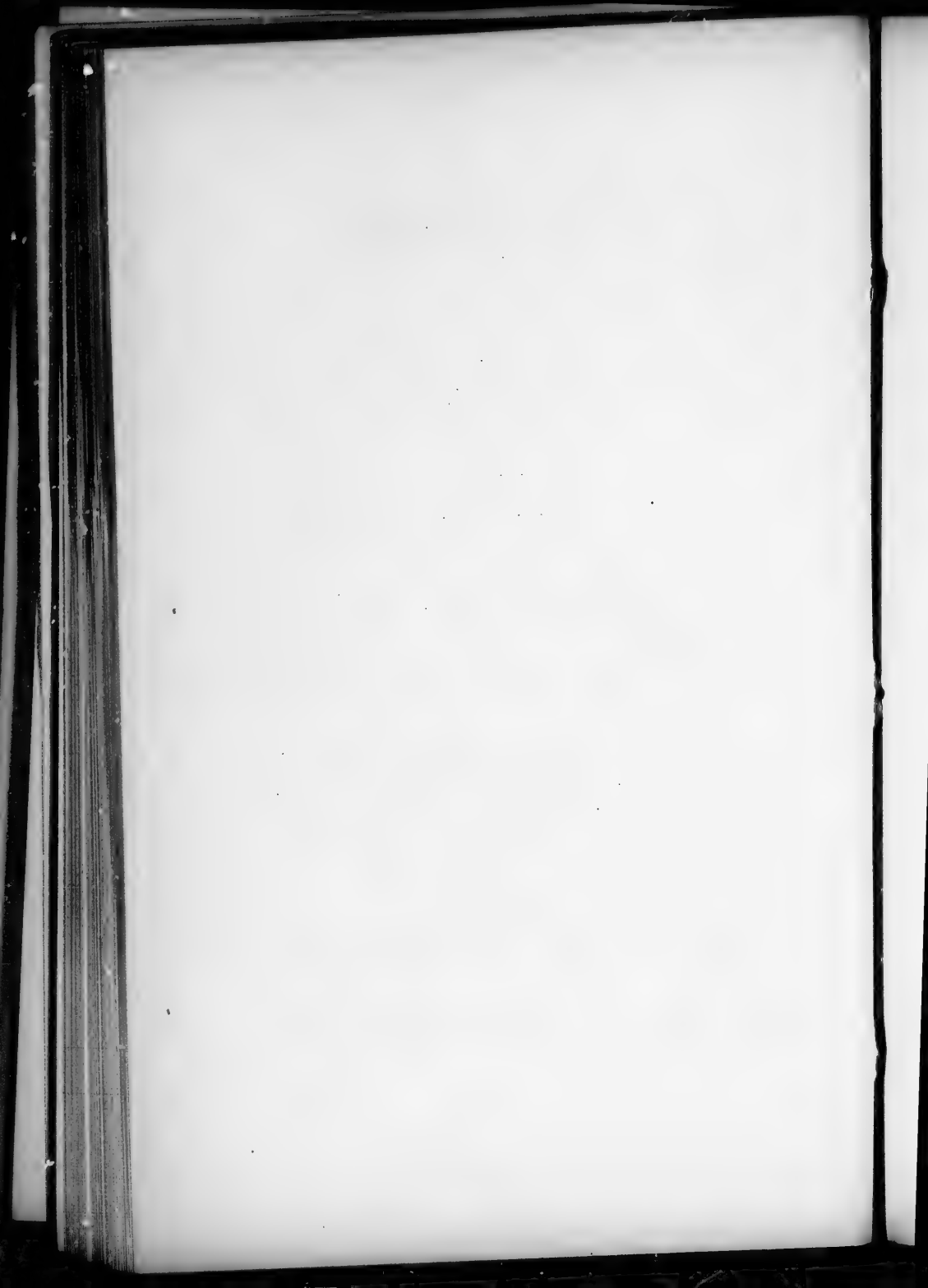
*4. Explain what is meant by Heteroecism. Give an example from the vegetable and animal kingdoms.

*5. Show by diagrams the causes of short and long sight. How may these defects be remedied?

*6. Outline the classification of the fishes. What groups are represented in Canada?

7. Show how a parasitic mode of life tends to modify the structure of an animal, using the Tape Worm as an example.

*8. Explain what is meant by homonomous and heteronomous segmentation, and give examples of each.



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ANNUAL EXAMINATIONS : 1891.

FIRST YEAR.

NATURAL SCIENCE.

BIOLOGY.

HONORS.

Examiner : J. J. MACKENZIE, B.A.

1. Describe carefully the mouth appendages of the Crayfish, and compare them with the typical abdominal appendage.
2. Explain how respiration is carried on in the Crayfish and Waterbeetle, describing the respiratory organs.
3. What is meant by the visceral skeleton of a fish? Give a description of this in a typical fish.
4. Describe fully the structure of Hydra.
5. Describe fully the structure and mode of reproduction in Spirogyra.

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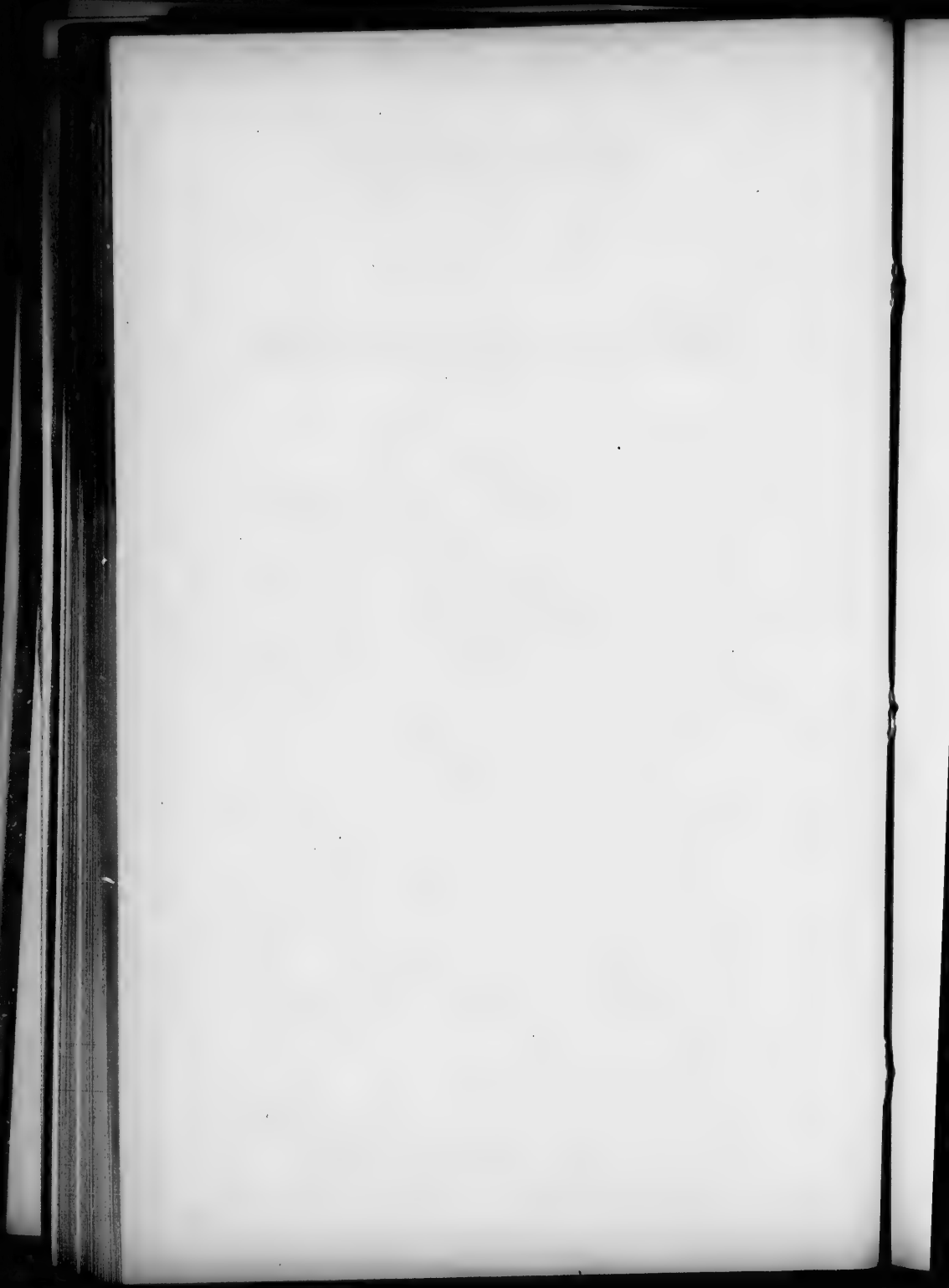
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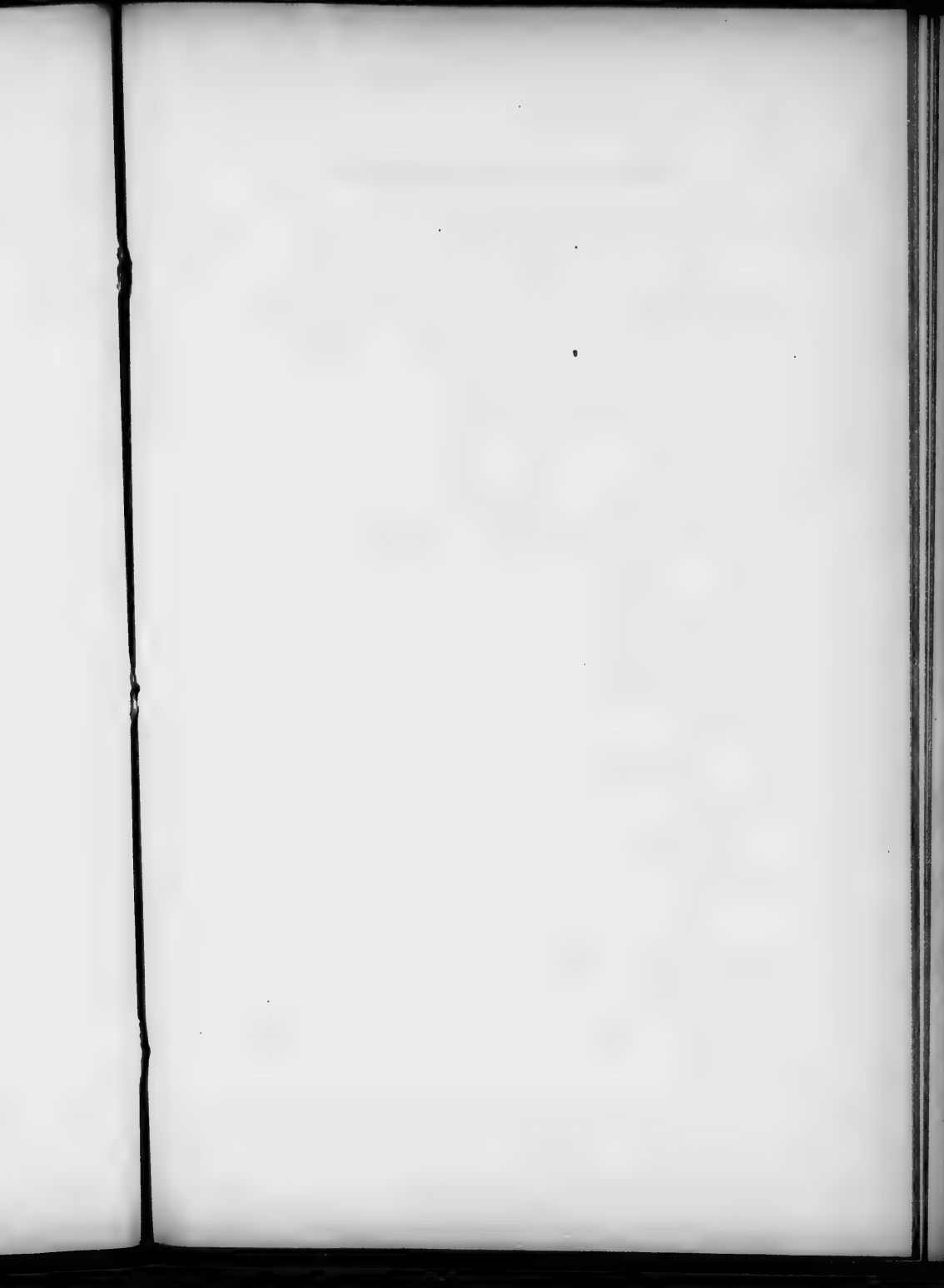
FIRST EXAMINATION.

ELEMENTARY GEOLOGY AND PHYSICAL GEOGRAPHY.

Examiner: F. G. WAIT, M.A.

1. Define the following terms, as applied to rocks :
formation, slaty, massive, amygdaloidal, schistose, laminated, oolitic, conglomerate, false bedding.
2. Upon what evidence is the existence of a high subterranean temperature assumed ?
What different theories are held regarding the condition of the Earth's interior ?
3. Give examples of strata which owe their origin to :
 - (a) Strictly chemical agencies.
 - (b) The agency of animal life.
 - (c) The agency of vegetable life.
4. To what after effects are sedimentary rocks subjected ?
Give any instances from your own observation.
5. Name and figure four typical coal plants :
Give their living representatives where such exist.
6. Of what strata are the following fossilized organisms characteristic :
Ammonites, Corals, Graptolites, Belemnites, Echinoids, Barnacles, Trilobites, Lamelli-branchiata ?
Sketch any six, and state to what class of living animals each is related.
7. Explain the mode of formation of : Icebergs, Rain, Snow, Hail, Dew, Hoar Frost.
8. How do you account for the different temperatures experienced by the Pacific and Atlantic coast regions of North America, in the same latitude ?





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ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

DEPARTMENTS OF CHEMISTRY AND MINER-
ALOGY, AND NATURAL SCIENCES.

ELEMENTARY PHYSICS.

HONORS.

Examiners: { A. C. MCKAY, B.A.
 { I. E. MARTIN, B.A.

1. Define the terms, *mass*, *momentum*, *energy*, *work*.

What is meant by the statement that the acceleration of a falling body is 980?

2. How much energy (measured in ergs) must be given to a mass of 50 grammes that it may rise 4 seconds?

Give some examples of transformations of energy.

What do you understand by the *conservation of energy*?

3. Describe an experiment to show,

(a) that the pressure in a liquid increases with the depth, (b) that air possesses weight.

4. How could you determine accurately,

(a) the volume, (b) the specific gravity of an irregular piece of glass?

Describe any common form of hydrometer.

5. State the laws of reflection and refraction of light.

What is the *principal focus* of a concave spherical mirror?

A candle is placed before a concave mirror. Show by a drawing, the position and size of the image.

6. State some of the general effects of the application of heat to bodies.

Distinguish between heat and temperature.

Give fully the method of construction of a mercurial thermometer, graduated in Fahrenheit degrees.

7. What is meant by the term *specific heat*?

How could you determine the specific heat of a small piece of brass?

Why are places in the vicinity of water less subject to extremes of heat and cold than places inland?

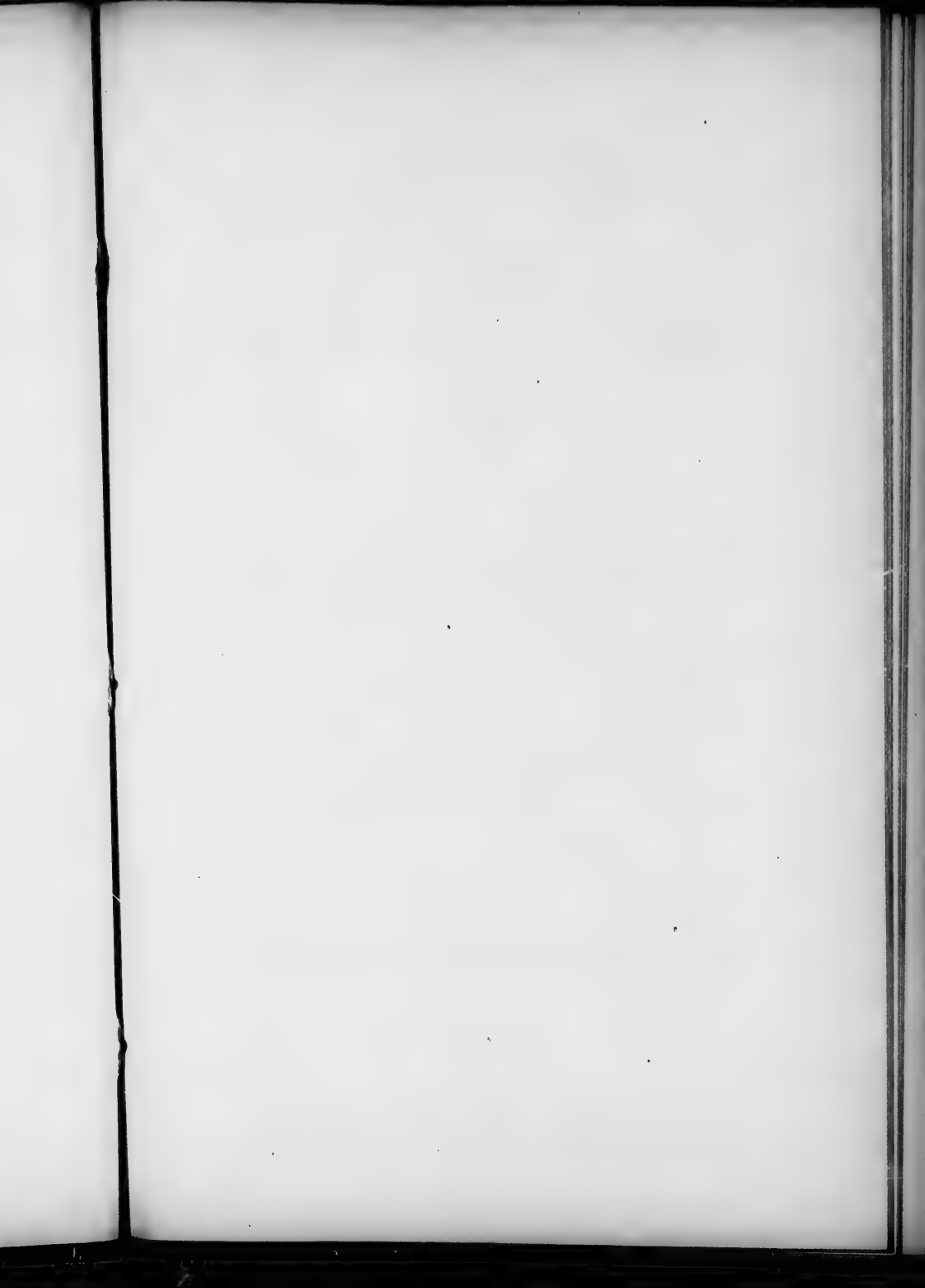
8. Describe, (a) a Grove cell, (b) a Daniell cell.

State a method you would use for the detection of very weak currents.

Describe minutely the electrolysis of water.

9. (1) Make a sketch of four cells connected, (a) in series, (b) in multiple arc, (c) abreast, or

(2) Make a careful drawing showing the essential parts of a Ruhmkorf induction coil.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FIRST YEAR.

DEPARTMENT OF CHEMISTRY AND MINERALOGY.

CONICS.

HONORS.

Examiner : A. R. BAIN, LL.D.

1. Shew that every equation of the first degree between two variables ($Ax + By + C = 0$) is the equation of a straight line.

Find the equation of the straight line, axes being rectangular.

(1) in terms of the angle which the line makes with axis of abscissas and the co-ordinates of a given point through which it passes.

(2) in terms of the intercepts on the axes.

(3) in terms of the perpendicular from the origin upon the line, and the angle made by such perpendicular with the x -axis.

2. Given the lines

$$y = \frac{x}{2} - 3, y = -4x - 8, \text{ and } y = -\frac{2}{3}x + 10,$$

to find,

(1) the co-ordinates of the point where the perpendicular from the intersection of the first and the second line meets the third line.

(2) the length of that perpendicular.

(3) the cosine of the angle between the first and the third line.

3. Deduce the equation of the ellipse referred to its centre and semi-axes, having given the statement that an ellipse is the locus of a point whose distance from a fixed point bears a certain constant ratio to its distance from a fixed line.

4. Find the equation of the normal to the ellipse.

Prove that the normal at any point of the ellipse bisects the angle formed by lines drawn from that point to the foci.

5. If a line be drawn from one extremity of the minor axis to one of the foci and be produced; find in terms of the semi-major axis and the eccentricity—the abscissa of the point where it intersects the ellipse the second time.

6. If r be the radius of a circle, and (g, f) the co-ordinates of its centre referred to rectangular axes, find the rectangular equation to the circle. To what form does this equation reduce if the centre be taken as the origin of co-ordinates? Make this latter form analogous to (2) in question 1.

Decide whether the following equations represent circles or not:

$$(1) 3x^2 + 5xy - 7y^2 + 2x - 4y + 8 = 0.$$

$$(2) 5x^2 - 5y^2 + 3x - 2y + 7 = 0.$$

7. Form the equation of the circle which passes through the origin and makes on the two axes respectively the intercepts $+h$ and $+k$.

Find where $x + y + 1 = 0$ intersects $x^2 + y^2 = 9$.

8. Deduce the equation of a parabola referred to its transverse axis and directrix.

In the equation $Ay^2 + Bxy + Cx^2 + Dy + Ex + F = 0$, what relation must exist amidst the values of A , B and C , if the equation is that of a parabola?

Does the required relation exist in the following:

$$(1) 4x^3 + 12xy + 9y^3 + 6x - 10y + 5 = 0.$$

$$(2) 5y^2 - 6x + 2y - 7 = 0.$$

What variety of the parabola is represented by

$$4x^3 - 12xy + 9y^2 - 25 = 0?$$

9. If the co-ordinates of the extremities of a chord of the parabola are (x', y') and (x'', y'') , find the equation of the chord, from it deduce the equation of the locus of the middle points of a system of parallel chords, and hence prove that all diameters of a parabola are parallel to the transverse axis.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

GREEK.

Examiners: { MAURICE HUTTON, M.A.
R. J. BONNER, B.A.

* Enclose the Demosthenes in one envelope, the Sophocles in the other.

No candidate will pass who omits the questions on parsing and syntax. In explaining the syntax of verbs explain always the reason of its mood, and in parsing aorists distinguish between first and second.

SOPHOCLES, ANTIGONE.

1. Translate carefully, with notes where necessary :

- (a) τί δ', ὦ ταλαῖφρον, εἰ τάδ' ἐν τούτοις, ἐγὼ
λύουσ' ἂν ἢ φάπτουσα προσθείμην πλέον ;
- (b) ἀναξ, βροτοῖσιν οὐδέν ἐστ' ἀπώμοτον.
ψεύδει γὰρ ἢ πίνωια τὴν γνώμην· ἐπεὶ
σχολῇ ποθ' ἤξειν δεῦρ' ἂν ἐξήγουν ἐγὼ
ταῖς σαῖς ἀπειλαῖς, αἷς ἐχειμάσθην τότε.
ἀλλ', ἡ γὰρ ἐκτὸς καὶ παρ' ἐλπίδας χαρὰ
ἔοικεν ἄλλη μῆκος οὐδὲν ἡδουῆ,
ἦκω, δι' ὅρκων καί περ ὦν ἀπώμοτος,
κόρην ἄγων τήνδ', ἡ καθνυρέθη τάφον
κοσμοῦσα. κλήρος ἐνθάδ' οὐκ ἐπάλλετο,
ἀλλ' ἐστ' ἐμὸν θοῦρμαιον, οὐκ ἄλλου, τόδε.
- (c) νῦν γὰρ ἐσχάτας ὑπὲρ
ρίζας δ' τέτατο φάος ἐν Οἰδίπου δόμοις,
κατ' αὖ νιν φοινῖα θεῶν τῶν
νερτέρων ἀμὰ κοπῖς, [? κόνις ?]
λόγου τ' ἄνοια καὶ φρενῶν Ἐρινύς.
- (d) ὦ πρέσβυ, πάντες ὥστε τοξόται σκοποῦ
τοξεύει· ἀνδρὸς τοῦδε, κοῦδὲ μαντικῆς
ἄπρακτος ὑμῖν εἰμι, τῶν δ' ὑπαὶ γένους

ἐξημπόλημαι κάκπεφόρτισμαι παλαι.
 κερδαίνειτ', ἐμπολᾶτε τὸν πρὸς Σάρδεων
 ἤλεκτρον, εἰ βούλεσθε, καὶ τὸν Ἰνδικὸν
 χρυσόν· τύφῳ δ' ἐκείνον οὐχὶ κρύψετε.

2. Parse and explain the syntax of :

- (a) προσθείμην.
- (b) πίνοια, ἐξηύχουν, ἀπειλαῖς, ἐκτὸς, μῆκος, θοῦρ-
μοιον.
- (c) ἐσχάτας, κατ', νιν, ἀμᾶ, κοπίς.
- (d) μαντικῆς, ὑπαί, γένους, κάκπεφόρτισμαι.

HONORS ONLY.

3. (a) What do you conceive to be the moral of the play.

(b) Point out in the play any indications that Sophocles might have excelled in comedy.

(c) Explain and illustrate Sophocles' "irony."

(d) ἔρως δς ἐν κτήμασι πίπτεις. Translate and explain.

(e) What is the meaning of ἀλλὰ.. γὰρ above in (b)? Distinguish other slightly different uses of it.

(f) What is the force of the tense ἐπάλλετο in (b)?

DEMOSTHENES, DE CORONA.

NOTE.—Questions marked thus * are for *Honors only*.

Questions marked thus † are for *Pars only*.

1. Point out the principal violations of good taste in the *De Corona*.

2. Give an account of the negotiations leading up to the peace of Philocrates,; and show how Philip effected an entrance into central Greece.

*3. Compare Demosthenes with Pericles (a) as an orator, (b) as a statesman, (c) as a war minister.

Translate :

- (a) Ἐπειδὴ τοίνυν ἐποιήσατο τὴν εἰρήνην ἡ πόλις, ἐνταῦθα πάλιν σκέψασθε τί ἡμῶν ἐκάτερος προείλετο πράττειν· καὶ γὰρ ἐκ τούτων εἴσεσθε, τίς ἦν ὁ Φιλίππῳ συναγωνιζόμενος, καὶ τίς ὁ πράττων ὑπὲρ ὑμῶν καὶ τὸ τῇ πόλει συμφέρον ζητῶν. ἐγὼ μὲν τοίνυν ἔγραψα βουλευῶν, ἀποπλεῖν τὴν ταχίστην

τοὺς πρέσβεις ἐπὶ τοὺς τόπους ἐν οἷς ἂν ὄντα Φίλιππον πυνθάνωνται, καὶ τοὺς ὄρκους ἀπολαμβάνειν· οὗτοι δ' οὐδὲ γράψαντος ἐμοῦ ταῦτα ποιεῖν ἠθέλησαν.

4. Give the force of the *tenses* of,

(a) ἐποιήσατο, σκέψασθε, ἀπολαμβάνειν :

(b) ὄρκους. Explain the use of the plural.

5. Parse and explain the syntax of εἴσεσθε, ταχίστην, πυνθάνονται, γράψαντος.

(b) Ὑμεῖς δ' ὑφορώμενοι τὰ πεπραγμένα καὶ δυσχεραίνοντες, ἤγετε τὴν εἰρήνην ὅμως· οὐ γὰρ ἦν ὃ τι ἂν ἐποιεῖτε. καὶ οἱ ἄλλοι δ' Ἕλληνες, ὁμοίως ὑμῖν πεφενакισμένοι καὶ διημαρτηκότες ὧν ἤλπισαν, ἡγουν τὴν εἰρήνην ἄκμενοι, καὶ αὐτοὶ τρόπον τιν' ἐκ πολλοῦ πολεμοῦμενοι.

*6. Explain the force of καὶ and δὲ (καὶ οἱ ἄλλοι δὲ).

(c) Ἄλλ' οὐπω περὶ τούτων. καὶ καλὸν μὲν ἐποιήσατε καὶ τὸ σῶσαι τὴν νήσον, πολλὰ δ' ἔτι τούτου κάλλιον τὸ καταστάντες κύριοι καὶ τῶν σωμάτων καὶ τῶν πόλεων, ἀποδοῦναι ταῦτα δικαίως αὐτοῖς τοῖς ἐξημαρτηκόσιν εἰς ὑμᾶς, μηδὲν ὧν ἠδίκησθε ἐν οἷς ἐπιστεύθηθ' ὑπολογισάμενοι.

+7. Explain the syntax of τὸ σῶσαι, τούτου, κύριοι, πόλεων.

Parse καταστάντες, ἐξημαρτηκόσιν, ἠδίκησθε.

*8. Give the force of the *tense* of ἠδίκησθε: and explain the negative μηδέν.

Translate, with explanatory notes :

(d) Καὶ γραφεῖς τὸν ἀγῶνα τούτου εἰς ὑμᾶς εἰσῆλθον κατέφυγον, καὶ τὸ μέρος τῶν ψήφων ὃ διώκων οὐκ ἔλαβεν. καίτοι πόσα χρήματα τοὺς ἡγεμόνας τῶν συμμοριῶν ἢ τοὺς δευτέρους καὶ τρίτους οἶσθέ μοι διδόναι, ὥστε μάλιστα μὲν μὴ θείναι τὸν νόμον τούτου, εἰ δὲ μὴ, καταβάλλοντ' ἕαν ἐν ὑπωμοσίᾳ;

+9. Parse and explain the syntax of γραφεῖς, ἡγεμόνας, καταβάλλοντα, θείναι.

*10. Explain the meaning of εἰ δὲ μή: and the force of the *voice* of θείναι.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

GREEK.

HONORS.

Examiners: { G. A. H. FRASER, M.A.
R. J. BONNER, B.A.

Enclose the Aristophanes and the Euripides in one envelope; the Thucydides in another.

I.

ARISTOPHANES, WASPS: EURIPIDES, BACCHAE.

1. Translate:

- (a) ἔτι δ' ἡ βουλή χῶ δῆμος ὅταν κρίναι μέγα πρᾶγμ'
ἀπορήσῃ,
ἐψήφισται τοὺς ἀδικούντας τοῖσι δικασταῖς παρα-
δοῦναι
εἴτ' Εὐαθλος χῶ μέγας οὗτος κολακώννυμος ἀσπίδα-
ποβλήs
οὐχὶ προδώσειν ἡμᾶς φασίν, περὶ τοῦ πλήθους δὲ
μαχεῖσθαι.
καὶ τῷ δήμῳ γνώμην οὐδεὶς πώποτ' ἐνίκησεν, ἐὰν μὴ
εἴπῃ τὰ δικαστήρι' ἀφεῖναι πρῶτιστα μίαν δικά-
σαντας·
αὐτὸς δ' ὁ Κλέων ὁ κεκραξιδάμας μόνον ἡμᾶς οὐ
περιτρώγει,
ἀλλὰ φυλάττει διὰ χειρὸς ἔχων καὶ τὰς μυίας ἀπα-
μύνει.

ARISTOPHANES, Wasps.

- (b) οὐδ' ὅτε πρῶτόν γ' ἤρξε διδάσκειν, ἀνθρώποις φήs'
ἐπιθέσθαι,
ἀλλ' Ἑρακλέους ὀργὴν τιν' ἔχων τοῖσι μεγίστοις
ἐπιχειρεῖν,
θρασέως ξυστὰς εὐθὺς ἀπ' ἀρχῆς αὐτῷ τῷ καρχαρό-
δοντι,

οὐ δεινότεται μὲν ἀπ' ὀφθαλμῶν Κύννης ἀκτίνες
 λαμπον,
 ἱκατὸν δὲ κύκλῳ κεφαλαὶ κολάκων οἰμωξομένων
 ἐλιχμῶντο
 περὶ τὴν κεφαλὴν, φωνὴν δ' εἶχεν χαράδρας δλεθρον
 τετοκυίας.

Ibid.

Determine from the metre the division of the Parabasis from which this extract is taken; and account for the appropriation of that particular metre to that division.

2. Write brief *syntactical* notes on (a) ἐνρήφισται, εἴπη, δικάσαντας.

Write brief *explanatory* notes upon (a) κολακώ-
 νυμος ἀσπίδαποβλήs, κὰν τῷ δήμῳ ... δικάσαντας, (b)
 Κύννης, οἰμωξομένων.

3. Translate and explain :

(a) XO. οὐδὲ μὲν γ' οὐδ' ἐν σελίνῳ σοῦστίν οὐδ' ἐν πηγάνῳ
 τοῦτο γὰρ παρεμβαλοῦμεν τῶν τριχινίκων ἐπῶν.

(b) XO. ταῦτα κατῖδων ὑπὸ τι μικρὸν ἐπιθήκισα
 εἶτα νῦν ἐξηπατήσεν ἡ χάραξ τὴν ἀμπελον.

4. Translate :

(a) εἶδες δ' ἂν ἡ πλεῦρ' ἡ δίχληλον ἔμβασιν,
 ριπτόμεν' ἄνω τε καὶ κάτω· κρεμαστὰ δὲ
 ἔσταζ' ὑπ' ἐλάταις ἀναπεφυρμέν' αἵματι
 ταῦροι δ' ὑβρίζται καὶ κέρας θυμούμενοι
 τὸ πρόσθεν ἐσφάλλοντο πρὸς γαϊάν δέμας,
 μυριάσι χειρῶν ἀγόμενοι νεανίδων.
 θάσσον δὲ διεφοροῦντο σαρκὸς ἐνδυτὰ
 ἢ σε ξυνάψαι βλέφαρα βασιλείους κόραις.
 χωροῦσι δ' ὥστ' ὄρμιθες ἀρθεῖσαι δρόμῳ,
 πεδίῳ ὑποτάσεις, αἰ' περ' Ἀσωποῦ ροαῖς
 εὐκαρπον ἐκβάλλουσι Θηβαίων στάχυν.

EURIPIDES, *Bacchæ* 16.

(b) ἴτω δίκᾳ φανερός, ἴτω ξιφηφόρος,
 φονεύουσα λαιμῶν διαμπάξ
 τὸν ἄθεον, ἄνομον, ἄδικον Ἐχίονες
 γόνον γηγενή,
 ὃς ἀδίκῳ γνώμα παρανόμῳ τ' ὄργᾳ
 περὶ σά, Βάκχι', ὄργια ματρός τε σᾶς
 μανείσῃ πρᾶπιδι

παρακόπῃ τε λήματι στέλλεται,
τὰν ἀνίκατον ὡς κρατήσων βίαν.
γνώμαν σῶφρον, ἃ θνατοῖς ἀπροφασίστοις
ἐς τὰ θεῶν ἔφυ,
βροτείαν τ' ἔχειν ἄλυπος βίος.

Ibid.

5. Account for the attitude assumed in the *Bacchae* towards the popular religion, explaining whether it is a recantation of previous rationalism.

6. Sketch briefly the purpose with which the *Wasps* was written; and outline the political and social position of Aristophanes.

II.

THUCYDIDES, II.

1. Translate:

Διόπερ καὶ τοὺς τῶνδε νῦν τοκέας ὅσοι πάρεστε οὐκ ὀλοφύρομαι μᾶλλον ἢ παραμυθήσομαι. ἐν πολυτρόποις γὰρ ξυμφοραῖς ἐπίπτανται τραφέντες· τὸ δ' εὐτυχές, οἳ ἂν τῆς εὐπρεπεστάτης λάχωσιν, ὥσπερ οἷδε μὲν νῦν τελευτῆς, ὑμεῖς δὲ λύπης, καὶ οἷς ἐνευδαιμονῆσαι τε ὁ βίος ὁμοίως καὶ ἐντελευτῆσαι ξυμεμετρήθη.

(a) Parse *τραφέντες*, *εὐτυχές*.

(b) Explain the syntax of *νῦν*, *ἐντελευτῆσαι*.

2. Translate:

Ὁ γὰρ Φορμίων παραπλέοντας αὐτοὺς ἔξω τοῦ κόλπου ἐτήρει, βουλόμενος ἐν τῇ εὐρυχωρίᾳ ἐπιθεσθαι. οἱ δὲ Κορίνθιοι καὶ οἱ ξύμμαχοι ἐπλεον μὲν οὐχ ὡς ἐπὶ ναυμαχίαν, ἀλλὰ στρατιωτικώτερον παρεσκευασμένοι ἐς τὴν Ἀκαρνανίαν, καὶ οὐκ ἂν οἰόμενοι πρὸς ἑπτὰ καὶ τεσσαράκοντα ναῦς τὰς σφετέρας τολμήσαι τοὺς Ἀθηναίους εἰκοσι ταῖς ἑαυτῶν ναυμαχίαν ποιήσασθαι· ἐπειδὴ μέντοι ἀντιπαραπλέοντάς τε ἑώρων αὐτοὺς, παρὰ γῆν σφῶν κομιζομένων, καὶ ἐκ Πατρῶν τῆς Ἀχαΐας πρὸς τὴν ἀντιπέρας ἡπειρον διαβαλλόντων ἐπὶ Ἀκαρνανίας κατείδον τοὺς Ἀθηναίους ἀπὸ τῆς Χαλκίδος καὶ τοῦ Εὐήνου ποταμοῦ προσπλέοντας σφίσι· καὶ οὐκ ἔλαθον νυκτὸς ὑφορμισάμενοι, οὕτω δὲ ἀναγκάζονται ναυμαχεῖν κατὰ μέσον τὸν πορθμόν.

(a) *κομιζομένων*. Is the rule governing the use of absolute clauses violated?

(b) Explain this passage fully.

3. Why did Greek generals always address their troops before going into action?

4. (a) "When I want a good old gentlemanly vice I think I will take up with avarice."—BYRON.

(b) Ἡ τοῦτο μάλιστα ἀγαθὴν πόλιν ποιεῖ ἐνὸν καὶ ἐν παιδὶ καὶ ἐν γυναικὶ καὶ δούλῳ καὶ ἐλευθέρῳ καὶ δημιουργῷ καὶ ἄρχοντι καὶ ἀρχομένῳ, ὅτι τὸ αὐτοῦ ἕκαστος εἰς ὧν ἔπραττε καὶ οὐκ ἐπολυπραγμόνει.—PLATO, *Republic*.

What do you infer would have been the attitude of Pericles toward these sayings?

5. Translate, with *brief* notes:

(a) Φθόνος γὰρ τοῖς ζῶσι πρὸς τὸ ἀντίπαλον, τὸ δὲ μὴ ἐμποδῶν ἀνανταγωνίστῳ εὐνοίᾳ τετίμηται.

(b) ὅστις δ' ἐπὶ μεγίστοις τὸ ἐπίφθονον λαμβάνει, ὁρθῶς βουλεύεται.

6. "Set speeches are a sort of oratorical lie which the historian used to allow himself in old times."—VOLTAIRE.

Why did Thucydides allow himself this oratorical lie.

7. Write *concise* explanatory notes on: πρόξενος, ξεναγός, διέκπλους, ξενηλασία, ὑποσπόνδους τοὺς νεκροὺς κομίζεσθαι, ὀπλιτῶν παρόντων ναυμαχεῖν.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

LATIN AUTHORS.

Examiners: { MAURICE HUTTON, M.A.
 { WILFRID MUSTARD, M.A.

NOTE.—(1) No Candidate will pass who omits the questions on parsing and syntax; in explaining the syntax of verbs explain always the reason for the mood.

(2) Candidates are warned against confining their attention to either one of the two authors prescribed.

I.

1. Translate carefully:

(a) Forte quadam utili ad tempus ut comitiis praecisset potissimum M. Duellio sorte evenit, viro prudenti et ex continuatione magistratus invidiam imminuentem cernenti. Qui quum ex veteribus tribunis negaret ullius se rationem habiturum, pugnarentque collegae, ut liberas tribus in suffragium mitteret aut concederet sortem comitiorum collegis, habituris e lege potius comitia quam ex voluntate patrum, iniecta contentione Duellius consules ad subsellia accitos quum interrogasset, quid de comitiis consularibus in animo haberent, respondissentque se novos consules creaturos, auctores populares sententiae haud popularis nactus in contionem cum iis processit. Ubi quum consules producti ad populum interrogatique, si eos populus Romanus, memor libertatis per illos receptae domi memor militiae rerumque gestarum, consules iterum faceret, quidnam facturi essent, nihil sententiae suae mutassent, collaudatis consulibus, quod perseverarent ad ultimum dissimiles decemvirorum esse, comitia habuit, et quinque tribunis plebi creatis, quum prae studiis aperte

potentium novem tribunorum alii candidati tribus non explerent, concilium dimisit nec deinde comitiorum causa habuit. Satisfactum legi aiebat, quae numero nusquam praefinito tribunis, modo ut relinquerentur sanciret, et ab iis qui creati essent cooptari collegas juberet.

LIVY, III.

II.

(b) *Deserta omnia, sine capite, sine viribus, dii praesides ac fortuna urbis tutata est, quae Volseis Aequisque praedonum potius mentem quam hostium dedit. Adeo enim nullam spem non potiundi modo, sed ne adeundi quidem Romana moenia animus eorum cepit, tectaque procul visa atque imminentes tumuli avertere mentes eorum, ut, totis passim castris fremitu orto quid in vasto ac deserto agro inter tabem pecorum hominumque desides sine praeda tempus tererent, quum integra loca, Tusculanum agrum opimum copiis, petere possent, signa repente convellerent.*

1b.

2. Parse and explain the Syntax of:

(a) *quadam, praeesset, cernenti, habituris, respondissent, creaturos, nactus, facturi, sententiae, (before suae) mutassent, habuit, (after comitia) causa, legi, sanciret, juberet.*

(b) *avertere, tererent, possent, convellerent.*

1. Translate :

"Nate dea, quo fata trahunt retrahuntque, sequamur ;
 Quidquid erit, superanda omnis fortuna ferendo est,
 Est tibi Dardanius divinae stirpis Aestes ;
 Hunc cape consiliis socium et conjunge volentem,
 Huic trade amissis superant qui navibus et quos
 Pertaesum magni incepti rerumque tuarum est ;
 Longaevosque senes ac fessas aequore matres
 Et quidquid tecum invalidum metuensque periculi est,
 Delige et his habeant terris sine moenia fessi :
 Urbem appellabunt permisso nomine Aestam."

VERGIL, *Aen.* V.

Parse : *stirpis, navibus, incepti, periculi, habeant, sine.* Scan the last three lines, marking the quantity of each syllable.

2. Translate :

Cerberus haec ingens latratu regna trifauci
Personat, adverso recubans immanis in antro.
Cui vates, horrere videns jam colla colubris,
Melle soporatam et medicatis frugibus offam
Obicit. Ille fame rabida tria guttura pandens
Corripit objectam, atque immania terga resolvit
Fusus humi, totoque ingens extenditur antro.
Occupat Aeneas aditum custode sepulto,
Evaditque celer ripam inremeabilis undae.

Ib. VI.

Parse: *regna, objectam, humi, celer.*

Give a brief outline of the Sixth Book of the Aeneid.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

LATIN.

HONORS.

Examiner: R. J. BONNER, B.A.

I.

1. Translate:

Non usitata nec tenui ferar
Penna biformis per liquidum aethera
Vates, neque in terris morabor
Longuis, invidiaque major
Urbes relinquam. Non ego pauperum
Sanguis parentum, non ego, quem vocas
Dilecte Maecenas, obibo,
Nec Stygia cohibebor unda.

HORACE, Odes II., 20.

- (a) Explain the meaning of *non usitata* * * * *pend.*
(b) *Quem vocas dilecte Maecenas.*

Mention the different explanations of these words,
that have been offered.

2. Translate:

Da lunae propere novae,
Da noctis mediae, da, puer, auguris
Murenæ: tribus aut novem
Miscentur cyathis pocula commodis.

Ib., III., 19.

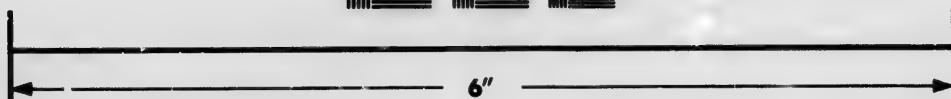
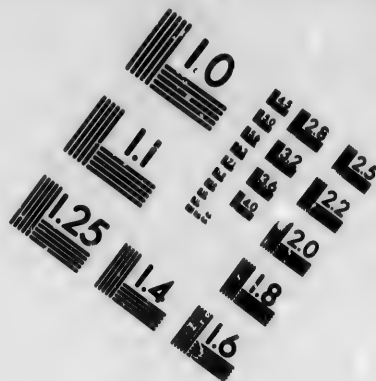
Explain the syntax of *lunae*, *commodis*.

3. Translate:

Quae cura patrum quaeve Quiritium
Plenis honorum muneribus tuas,
Auguste, virtutes in aevum
Per titulos memoresque fastos
Aeternet, o, qua sol habitabiles
Illustrat oras, maxime principum!—

Ib. IV. 14.





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10

Explain fully the meaning of *honorum principum*.
Parse *honorum*.

4. Translate with notes on difficulties in syntax :

(a) Nulla certior tamen
Rapacis Orci fine destinata
Aula divitem manet
Herum.

(b) Patriae quis exul
Se quoque fugit ?

Explain the meaning of these lines.

5. Translate :

Naevis in manibus non est et mentibus haeret
Paene recens ? Adeo sanctum est vetus omne poema.
Ambigitur quoties uter utro sit prior, aufert
Pacuvius docti famam senis, Accius alti,
Dicitur Afrani toga convenisse Menandro,
Plautus ad exemplar Siculi properare Epicharmi,
Vincere Caecilius gravitate, Terentius arte.

Epistles II. 1.

(a) Write explanatory notes on *Afrani toga, properare, arte*.

(b) Explain the reason of the high reputation of ancient dramatists.

6. Translate :

Ergo fungar vice cotis, acutum
Reddere quae ferrum valet, exsors ipsa secandi ;
Munus et officium nil scribens ipse docebo,
Unde parentur opes, quid alat formetque poetam ;
Quid deceat, quid non ; quo virtus, quo ferat error.

Ars Poetica.

(a) Show how Horace fulfils this promise.

(b) Explain the meaning of *virtus*.

7. Translate, with notes on difficulties in syntax :

(a) Haec tibi dictabam post fanum putre Vacunae
Excepto, quod non simul esses, cetera laetus.

Epistles I. 10.

(b) Alter rixatur de lana saepe caprina,
Propugnat nugis armatus :

8. Discuss with quotations :

(a) Horace as a poet of nature.
or (b) Horace as a moralist.

9. Describe the political rôle of Horace.

II.

1. Translate :

Senatus, inchoantibus, primoribus jusjurandum concepit, quo certatim omnes magistratus, ceteri ut sententiam rogabantur, deos testes advocabant nihil ope sua factum quo cujusquam salus laederetur, neque se praemium aut honorem ex calamitate civium cepisse, trepidis et verba jurisjurandi per varias artes mutantibus, quis flagitii conscientia inerat. Probabant religionem patres, perjurium arguebant. Eaque velut censura in Sarioleum Voculam et Nonium Attianum et Cestium Severum acerrime incubuit, crebris apud Neronem delationibus famosos. Sarioleum et recens crimen urgebat, quod apud Vitellium molitus eadem foret. Nec destitit senatus manus intentare Voculae, donec curia excederet. Ad Paccium Africanum transgressi eum quoque proturbant, tanquam Neroni Scribonios fratres concordia opibusque insignes ad exitium monstravisset. Africanus neque fateri audebat neque abnuere poterat: in Vibium Crispum, cujus interrogationibus fatigabatur, ultro conversus, miscendo quae defendere nequibat, societate culpae invidiam declinavit.

TACITUS, *Historiae* IV. 41.

jus jurandum concepit. Explain the exact meaning.

Illustrate by other passages the meaning of *miscendo*.

Write explanatory notes on *velut censura: delationibus*.

2. Illustrate by quotations from this book :

- (a) The epigrammatic style of Tacitus.
- (b) Greek constructions.
- (c) Imitations of Virgil.

3. Sketch the characters of *Helvidius Priscus*, *Musonius Rufus*, and *Civilis*.

4. Write explanatory notes on :

- (a) *Praefectura praetorii*.
- (b) *Praetores aerarii*.
- (c) *Praefecti tribunicque*.
- (d) *Procurator*.
- (e) *Pueris puellisque patrimis matrimisque*,

[OVER.]

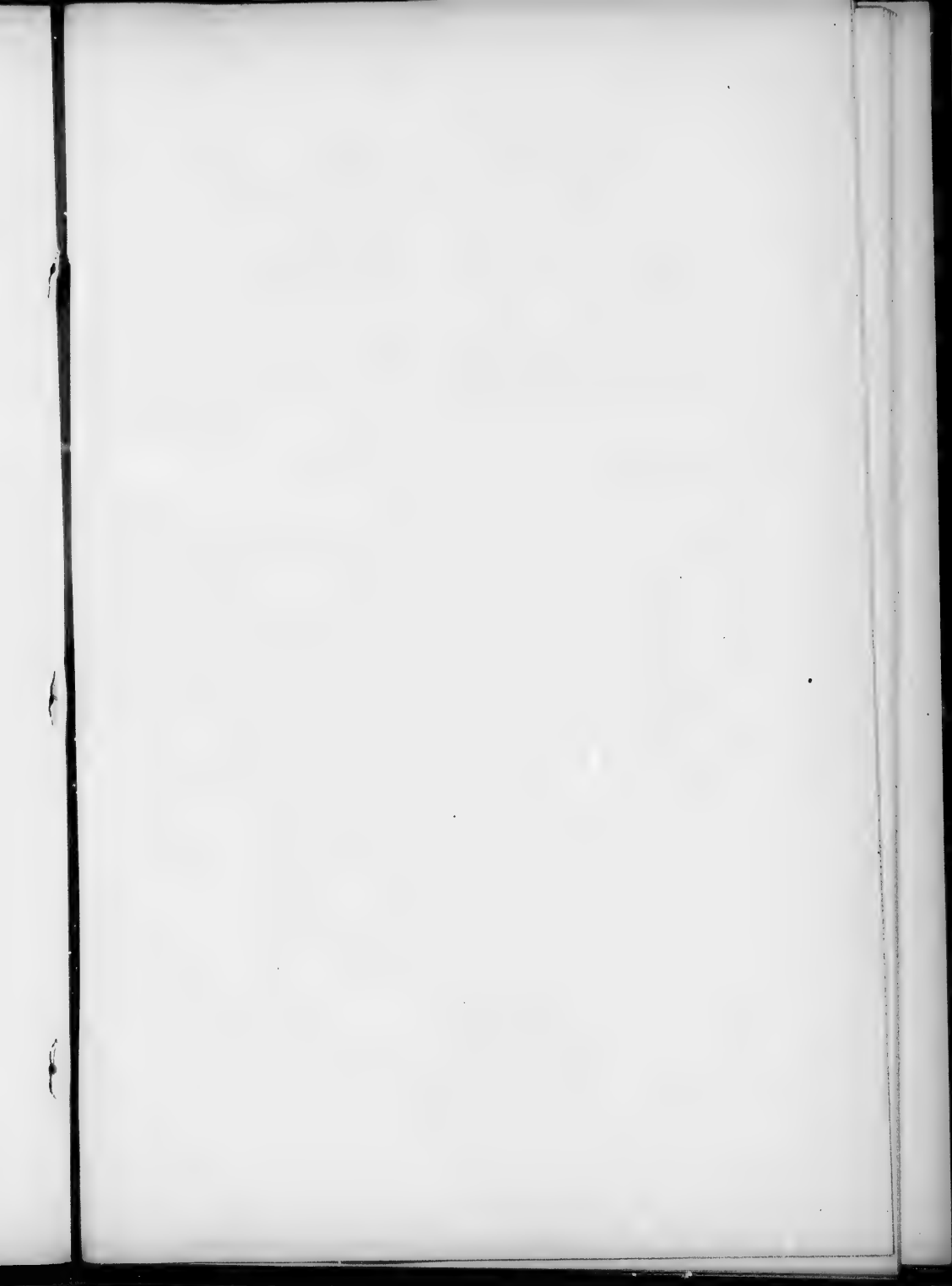
5. Translate with brief notes :

(a) Nec tam Musonius aut Publius quam Priscus et Marcellus ceterique, motis ad ultionem animis, exspectabantur.

(b) Ne Romanis quidem ingratum id bellum, cujus ambiguam fortunam Vespasiano imputaturos : victoriae rationem non reddi.

6. Explain the government of Gaul.

7. What is the origin and meaning of *cum maxime* ?



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ANNUAL EXAMINATIONS : 1891.

SECOND, THIRD AND FOURTH YEARS.

LATIN AND GREEK.

TRANSLATION AT SIGHT.

Examiner : W. P. MUSTARD, M.A.

I.

Translate :

Paulo Fabio L. Vitellio consulibus post longum
saeculorum ambitum avis phoenix in Aegyptum
venit praeuitque materiem doctissimis indigena-
rum et Graecorum multa super eo miraculo dis-
serendi. de quibus congruunt et plura ambigua,
sed cognitu non absurda promere libet. sacrum
Soli id animal et ore ac distinctu pinnarum a
ceteris avibus diversum consentiunt qui formam
eius effinxere ; de numero annorum varia tradun-
tur. maxime vulgatum quingentorum spatium :
sunt qui adseverent mille quadringentos sexaginta
unum interici, prioresque alios tres Sesoside pri-
mum, post Amaside dominantibus, dein Ptolemaeo,
qui ex Macedonibus tertius regnavit, in civitatem
cui Heliopolis nomen, advolavisse, multo ceterarum
volucrum comitatu novam faciem mirantium.

TACITUS, *Annals* VI.

VOCABULARY.

congruo, agree.

dissero, discuss.

distinctus, various tints.

indigena, a native.

II.

Translate :

Ἄκουε δὴ, φασί, μάλιστα καλοῦ λόγου, ὃν σὺ μὲν ἡγήσει μῦθον, ὡς ἐγὼ οἶμαι, ἐγὼ δὲ λόγον· ὡς ἀληθὴ γὰρ ὄντα σοι λέξω ἃ μέλλω λέγειν. ὥσπερ γὰρ Ὅμηρος λέγει, διενείμαντο τὴν ἀρχὴν ὁ Ζεὺς καὶ ὁ Ποσειδῶν καὶ ὁ Πλούτων, ἐπειδὴ παρὰ τοῦ πατρὸς παρέλαβον. ἦν οὖν νόμος ὁδε περὶ ἀνθρώπων ἐπὶ Κρόνου, καὶ αἰεὶ καὶ νῦν ἔτι ἔστιν ἐν θεοῖς, τῶν ἀνθρώπων τὸν μὲν δικαίως τὸν βίον διελθόντα καὶ ὀσίως, ἐπειδὴν τελευτήσῃ, εἰς μακάρων νήσους ἀπὶ ὄντα οἰκεῖν ἐν πάσῃ εὐδαιμονίᾳ ἐκτὸς κακῶν, τὸν δὲ ἀδίκως καὶ ἀθέως εἰς τὸ τῆςτίσεώς τε καὶ δίκης δεσμωτήριον, ὃ δὴ Τάρταρον καλοῦσιν, ἵεναι. τούτων δὲ δικασταὶ ἐπὶ Κρόνου καὶ ἔτι νεωστὶ τοῦ Διὸς τὴν ἀρχὴν ἔχοντες ζῶντες ἦσαν ζώντων, ἐκείνη τῇ ἡμέρᾳ δικάζοντες ἢ μέλλοιεν τελευτᾶν.

PLATO, *Gorgias*.

VOCABULARY.

δεσμωτήριον, prison.

διανέμω, divide.

δικαστής, judge.

ἡγέομαι, consider.

μῦθος, fable.

νεωστὶ, lately.

τίσις, punishment.

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ANNUAL EXAMINATIONS : 1891

SECOND, THIRD AND FOURTH YEARS

LATIN PROSE.

Examiner : GEO. H. ROBINSON, M.A.

In the beginning of the action, the son of Decius, a youth of the fairest hopes, and already associated to the honours of the purple, was slain by an arrow in the sight of his afflicted father, who, summoning all his fortitude, admonished the dismayed troops that the loss of a single soldier was of little importance to the Republic. The conflict was terrible, it was the conflict of despair against grief and rage. The first line of the Goths at length gave way in disorder ; the second, advancing to sustain it, shared its fate ; and the third only remained entire, prepared to dispute the passage of the morass, which was imprudently attempted by the presumption of the enemy. Here the fortune of the day turned, and all things became adverse to the Romans ; the place deep with ooze, sinking under those who stood, slippery to such as advanced ; their armour heavy, the waters deep ; nor could they wield, in that uneasy situation, their weighty javelins.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

LATIN PROSE COMPOSITION.

HONORS.

Examiner : WILLIAM DALE, M.A.

When Cæsar subdued the Gauls, that great nation was already divided into three orders of men : the clergy, the nobility, and the common people. The first governed by superstition ; the second by arms, but the third and last was not of any weight or account in their public councils. It was very natural for the plebeians, oppressed by debt, or apprehensive of injuries, to implore the protection of some powerful chief, who acquired over their persons and property the same absolute right, as, among the Greeks and Romans, a master exercised over his slaves. The greatest part of the nation was gradually reduced into a state of servitude : compelled to perpetual labor on the estates of the Gallic nobles, and confined to the soil, either by the real weight of fetters, or by the no less cruel and forcible restraints of the laws. During the long series of troubles which agitated Gaul, from the reign of Gallienus to that of Diocletian, the condition of these servile peasants was peculiarly miserable ; and they experienced at once the complicated tyranny of the masters, of the barbarians, of the soldiers, and of the officers of the revenue. Their patience was at last provoked into despair. On every side they rose in multitudes, armed with rustic weapons, and with irresistible fury. The ploughman became a foot soldier ; the shepherd mounted on horseback, the deserted villages and open towns were abandoned to the flames, and the ravages of the peasants equalled those of the fiercest barbarians.

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ANNUAL EXAMINATIONS: 1891.

SECOND, THIRD AND FOURTH YEARS.

LATIN AND GREEK GRAMMAR.

PASS.

Examiner: J. C. ROBERTSON, B.A.

NOTE.—Third and Fourth Year Candidates taking Greek, and Second Year Candidates taking Latin only, will take any four questions in each part on which they write. Third and Fourth Year Candidates taking Latin only, will take all of Part I. Second Year Candidates taking Greek will take any three questions in each part.

I.

1. Translate into Latin:

They have been forbidden, (veto); you have conquered; they saw; they follow; we had bound; while doing; having come; they are coming; they shall be bound; after sending soldiers; it should be done; on being conquered; you will be forbidden; you are being bound; you will be conquered; he is going to set out; while being followed by us; we shall set out; after setting out; he was dying; we used to delay; we shall do; he was persuaded; we had been persuaded; they must be conquered; they used to come.

2. Translate into Latin, omitting the words enclosed in brackets:

(a) (He said) that we had come; (b) (they said this) that we might come; (c) (they said this) that we might venture to come; (d) (he promised) to come; (e) (they were ordered) to come; (f) (he urged us) to come; (g) (the storm was so great) that no one has ventured to come; (h) (he said this) to persuade us not to come; (i) (we asked him) who was coming; (k) (he answered, his brother) was coming; (l) (we asked him) when he was coming; (m) (he answered) that he was coming (the next day); (n) (I know) who he is; (o) (he was certain) that we would be persuaded.

3. Give the pronouns that would be found in the Latin translation of the following :

(a) He promised to follow them; (b) he himself ordered them to follow him; (c) they betook themselves to him; (d) the city itself was taken; (e) we betook ourselves to their enemies; (f) he drew up his forces; (g) this is my province, Caesar, that yours; (h) they were ordered to await his arrival; (i) he ordered them to await his arrival; (k) he awaits their arrival; (l) alarmed by his arrival, not ours; (m) his own arrival had been unperceived; (n) he sent his own son; (o) a large number of us; (p) through fear of you, my men; (q) they led out with them; (r) he sent her to them; (s) on the same day; (t) on that very night; (u) the scarcity of these things; (v) for the whole of this day; (w) the same camp to which we came and from which you had fled; (x) the army which our forces had defeated.

4. Translate into Latin, omitting the words enclosed in brackets:

(a) (He advised them) to go; (b) (he hopes) to go; (c) he wishes to go; (d) he was unwilling to bring; (e) I shall go (to-morrow) if I can; (f) do not become (angry); (g) they are going to bring back; (h) he ought to go; (i) they ought to have gone; (k) (the men) while crossing; (l) it is impossible for us to go; (m) (the storm was so great) that they are unwilling (to go); (n) (the storm was so great) that they preferred (to remain); (o) he could have gone; (p) you ought to persuade them; (q) if he had gone, we should be able to come whenever you wish; (r) (he did this) to become consul.

5. Translate into Latin, omitting the words enclosed in brackets:

(Slain) by a brave man; a few days before; coming with larger forces they took the smaller camp; more money; (superior) in might; (superior) in everything; a man of courage; in another manner; of the best citizens; a more difficult route (iter); the easiest route; as quickly as possible; three thousand cavalry; in the other city; (coming) from the ship; (at the dictation) of no one; all places; out of two houses; (he seized) two hundred and twenty men.

II.

1. Translate exactly the following parts of the verbs
αἴρώ seize, mid. choose; παύω check; μαθαίνω learn;
ὑπισχνέομαι promise; ἀποστέλλω despatch.

ἤρουν, ἐλοῦσα, ἵνα ἔλοισθε, ἵνα αἰροίσθε, ἐὰν ἔλῃτε,
ἐπαύσω, παύσω, παύου, μὴ παύσητε, ἐπανού, μαθεῖν, μα-
θάνειν, μαθοῦσιν, ὑποσχέσθαι, ὑπισχνεῖτο, ὑπισχνόνται,
ἀποσταλείς, ἀποστελοῦμεν, ἀπέστειλαν, ἀποστέλλαιεν ἄν.

2. (a) How does Greek represent the various ideas
expressed in Latin by the ablative case without a pre-
position?

(b) *He urged him to speak the truth* may be trans-
lated into Greek in two ways. What is the distinction?
In what moods and how does Greek make the distinct-
ion? Translate in two ways, using κελεύω and ἀληθεύω.

3. What parts of the verb are the following forms
in all probability? State clearly in each case the signs
by which you have judged, and where alternatives
exist, state how you would decide by reference to a
dictionary:

ἐμπίπλασαι, ἤθροισθαι, ἐκκριθέν, ἐπενθρώσκει, ἐπε-
δεύοντο, ἐξηλλαγμένην, ῥηθείσαν, προσεteteteλέκει, ἐθισ-
τέον, ἐξηταζόμεν, ἡρημένον, ἐνθυμηθείητε, προσωμάρτουν,
κατέχευεν, πιφαύσκοι, ἀμειφθῶσιν, συνεπαινέσας, κατέ
φθιτο.

4. Decline the Greek for this father, the same woman,
ship, hand; the feminine of the adj. for better; the mas-
culine of the adj. for true, swift; the neuter of the adj.
for one, three, all.

5. Give the synopsis (*i. e.* the first form of each mood)
of οἶδα, εἶδον, εἶμι, εἶμί, ἦμι, ἔβην.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

PHYSICS.

Examiners : { A. C. MCKAY, B.A.
 { I. E. MARTIN, B.A.

1. Define *acceleration*. What is the acceleration of a particle moving with a uniform velocity v , (a) in a straight line, (b) in a circle.

2. Define *force*. What constant force will generate in a mass of 10 grammes, a velocity of 10 centimetres per second, in 10 seconds?

3. Define *energy*. How much energy must be given to a mass of 1 kgm., that it may rise 4 seconds?

What is the energy of a mass of m grammes, moving with a velocity of v centimetres in one second?

4. State the conditions of equilibrium of co-planar forces.

State the principle of the *triangle of forces*.

5. A stone is thrown into the air, at an angle of 30° with the horizon, with a velocity of 19.6 metres per second. How long before the stone reaches the ground? ($g = 9.8$.)

6. What causes the weight of a body to vary in different parts of the world?

Distinguish between *weight* and *mass*.

7. State Boyle's Law. Describe an experiment to verify it for pressures less than one atmosphere.

8. What is the resultant pressure on a solid wholly immersed in a liquid?

Describe the method of use of the specific gravity bottle.

9. Make a careful drawing, showing all essential parts of the *force* pump, or of the hydrostatic press.

10. Define *heat* and *temperature*.

Describe an air-thermometer. At $0^{\circ}\text{C}.$, the volume of a certain mass of air is 50 litres. What will be the volume at $15^{\circ}\text{C}.$, under the same pressure?

11. Define *specific heat*.

If 10 grammes of lead at temperature $80^{\circ}\text{C}.$ be put into 5 grammes of water at $15^{\circ}\text{C}.$, and the resultant temperature is $20^{\circ}\text{C}.$, find the specific heat of lead.

12. Describe any common form of hygrometer,

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ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

PHYSICS.

HONORS.

Examiners: { Iva E. MARTIN, B.A.
A. C. MCKAY, B.A.

1. Shew that the differential expression for acceleration of a point moving in a right line is $\frac{d^2s}{dt^2}$.

Deduce the fundamental formulae of motion when the acceleration is constant.

Prove that the distances passed over in successive equal intervals of time by a point starting from rest and moving with a constant acceleration are proportional to the terms of the series 1, 3, 5, 7, 9.....

2. Define *force*, *mass*, *weight*.

What is the weight of a mass of 80 grammes at a place where a falling body moves from rest over 327 centimetres in 1"?

An hotel lift moving without friction is observed to descend 4 ft. from rest in 2 seconds; supposing that the lift with its contents is 2 tons and the tension of the chain supporting it is uniform find the tension.

3. A particle is projected from a point on an inclined plane of angle β with velocity u at an angle α to the horizon so that its path is in the same plane as the line of greatest slope in the plane; with what velocity must one move in the plane so as to be always vertically under the particle?

4. When two perfectly elastic particles P, Q , impinge with velocity u and v , prove that the energy interchanged between them is $2 P.Q. (Pu + Qv)(u - v) \div (P + Q)^2$.

5. The resultant of two forces, one represented by a line OA , and the other represented by n times the line OB is represented by $(n + 1)$ times the line joining O to the point which divides AB in the ratio of n to 1.

What is the locus of a point O which is such that the resultant of the forces represented by OA, OB, OC , where A, B, C are fixed points, is of given magnitude.

6. Forces act at P , the intersection of perpendiculars of a triangle ABC from A, B, C upon the opposite sides, and are represented by these perpendiculars; shew that the sums of their moments about each of the angular points cannot be zero unless the triangle is equilateral.

7. Three heavy particles are placed at the angles A, B, C of a triangle, their weights being proportional to the opposite sides a, b, c ; prove that the distance of the centre of gravity of the particles from A is

$$\frac{2bc \cos \frac{A}{2}}{a + b + c}.$$

8. State the laws of friction and define limiting angle of friction (λ).

A particle rests on a rough curve whose equation is $f(xy) = 0$ and is acted on by forces the sums of whose components along the axes of x and y are X and Y ; prove that the particle will rest at all points on the curve at which

$$X \frac{df}{dx} + Y \frac{df}{dy} > \sqrt{X^2 + Y^2} \sqrt{\left(\frac{df}{dx}\right)^2 + \left(\frac{df}{dy}\right)^2} \cos \lambda.$$

9. If 16 parts by mass of sand ($S_p H = .215$) at 75° , and 20 parts by mass of iron ($S_p H = .1098$) at 45° are thrown into 50 of water at 4° , find the temperature of the mixture.

10. A cubic metre of air at 20° is found to contain 11.56 grammes of a aqueous vapour. What is the relative humidity of this air, the maximum pressure of vapour at 20° being 17.39 m.m.

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ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

INTEGRAL CALCULUS.

HONORS.

Examiners: { JOHN MCGOWAN, B.A.
ALFRED T. DELURY, B.A.

1. Explain integration as the inverse of differentiation and also as summation.

The indefinite integral in the former case with its added constant is equivalent to the definite integral in the latter case with one limit variable and the other constant.

2. Find the following integrals:

$$\int \frac{dx}{\sqrt{x^2 \pm a^2}}, \int \frac{dx}{2 + \cos x}, \int x^2 \sin ax \, dx, \\ \int x^3 (a + bx^2)^{\frac{1}{2}} dx, \int x \tan^{-1} x \, dx.$$

3. Reduce $\int \cos^m x \sin nx \, dx$, $\int a^x x^n dx$; and by means of $\int_0^1 x^m (1-x)^n$ show that

$$\frac{n(n-1)(n-2) \dots 1}{(m+1) \dots (m+n+1)} = \\ \frac{1}{m+1} - \frac{n}{1} \cdot \frac{1}{m+2} + \frac{n(n-1)}{1 \cdot 2} \cdot \frac{1}{m+3} - \dots$$

n being a positive integer.

4. Evaluate

$$\int_0^\infty e^{-x^2} dx, \int_0^\infty \frac{\log(1+a^2 x^2)}{1+b^2 x^2} \cdot dx.$$

5. Find the area between the curve $r = a(\sec \theta + \tan \theta)$ and its asymptote $r = 2a \sec \theta$.

Prove Holditch's theorem.

6. Find the volume of one of the wedges contained by the surfaces $x^2 + y^2 = a^2$, $z = bx$ and $z = cx$.

7. Find the mean of all the lines drawn from the origin to the curve $r = a(\cos \theta + \sin \theta)$.

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ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

DIFFERENTIAL CALCULUS.

HONORS.

Examiners: { JOHN MCGOWAN, B.A.
 { ALFRED T. DELURY, B.A.

1. If the limit of the ratio of two infinitesimals is unity, they differ by an infinitesimal of a higher order than their own; and conversely.

Show by a geometrical construction that if θ be a small quantity of the first order, θ and $\sin \theta$ differ by a small quantity of the third order.

2. If $y \sqrt{1-x^2} = \sin^{-1} x$, use Leibnitz's Theorem to prove

$$(1-x^2) \frac{d^{n+1}y}{dx^{n+1}} - (2n+1)x \frac{d^ny}{dx^n} - n^2 \frac{d^{n-1}y}{dx^{n-1}} = 0.$$

3. Show that the remainder after n terms of the expansion of $f(x+h)$ by Taylor's Theorem is

$$\frac{h^r}{[r]} f^{(r)}(x+\theta h) \text{ where } \theta > 0 \text{ and } < 1.$$

The limiting value of θ when h tends to zero is $\frac{1}{n+1}$.

4. Show how to find the values of the indeterminate forms $\frac{0}{0}$ and $\frac{\infty}{\infty}$, and discuss the latter form when its actual value is zero.

Evaluate

$$\frac{\tan x}{\log(x - \frac{\pi}{2})} \text{ when } x = \frac{\pi}{2}, \text{ and } (\cos mx)^{\frac{n}{x^2}} \text{ when } x = 0.$$

5. In the equation $y = f(x)$, y is a maximum or minimum when

$$\frac{dy}{dx} = 0 \text{ according as } \frac{d^2y}{dx^2}$$

is negative or positive.

Illustrate geometrically the cases when the second and higher derivatives also vanish.

Find the maximum and minimum values of

$$\sin x (1 + \cos x).$$

6. Obtain the following formulae :

$$\rho = \frac{\left\{ 1 + \left(\frac{dy}{dx} \right)^2 \right\}^{\frac{3}{2}}}{\frac{d^2y}{dx^2}} = r \frac{dr}{dp}, \quad t = \frac{dp}{d\omega}.$$

Find the radius of curvature at the origin for the curve

$$2x^4 - 5ax^2y - 2axy^2 + 2a^2y^2 = 0.$$

7. Show how to find the multiple points on a curve.

The curve $(y - x)^2 = (1 - x^2)^5$ has two cusps: find their positions and the tangents to them.

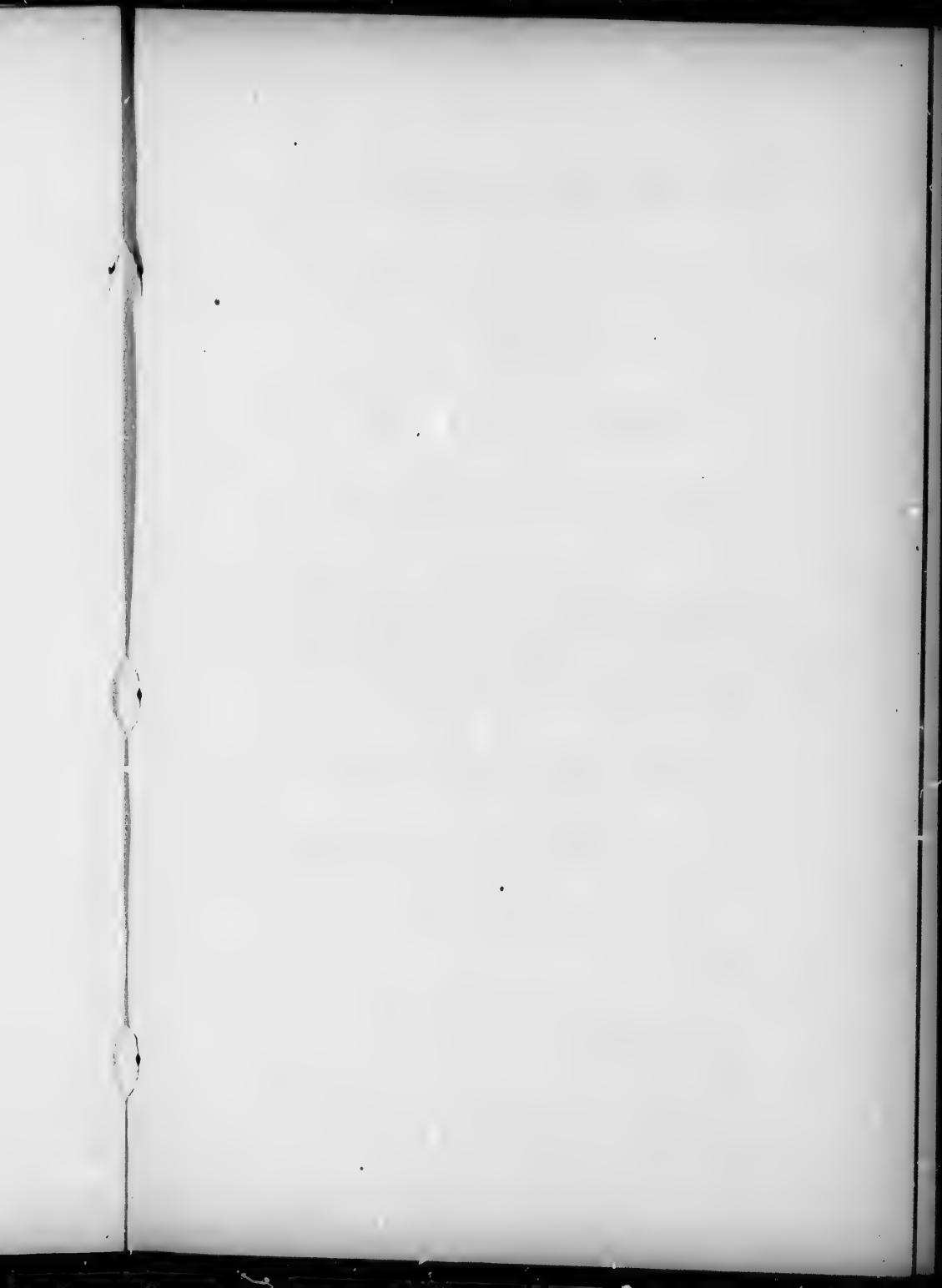
8. Change the independent variable from x to z in the equation

$$x^2 \frac{d^2y}{dx^2} + 2x \frac{dy}{dx} + \frac{a^2}{x^2} y = 0 \text{ when } xz = 1.$$

9. Trace the curves :

$$(1) \quad r^2 \cos \theta = a^2 \sin 3\theta.$$

$$(2) \quad x^2 y^2 = a^2 (y^2 - x^2).$$



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ANNUAL EXAMINATIONS; 1891.

SECOND YEAR.

HONORS.

THEORY OF EQUATIONS.

Examiners: { ALFRED T. DE LURY, B.A.
JOHN MCGOWAN, B.A.

1. Define and illustrate, algebraic function, rational function, integral function.

Establish the continuity of a rational integral function of a single variable and hence shew that every equation of odd degree has one real root.

2. If an equation with real coefficients has a root of the form $a + \sqrt{-1} \cdot \beta$ it has also a root $a - \sqrt{-1} \cdot \beta$.

Shew how Descartes' rule of signs may sometimes be employed to fix an inferior limit to the number of imaginary roots, and state when this method fails.

$$\text{Ex. } x^7 - 3x + 1 = 0$$

3. Investigate a practical method of transforming a given equation into one whose roots are each greater by a given quantity than those of the given equation.

If the roots of $ax^3 + 3bx^2 + 3cx + d = 0$ are in *A. P.*, shew that those of the equation

$(a^2d - 3abc + 2b^3)x^3 + 3(ac - b^2)x + 1 = 0$
are in *H. P.*

4. If n is prime and a any imaginary root of $x^n - 1 = 0$ all the roots are given by $1, a, a^2, \dots, a^{n-1}$

Shew how to solve $x^3 - 1 = 0$; $x^5 - 1 = 0$, and infer the roots of $x^{15} - 1 = 0$

Find the equation which has for roots the special roots of $x^{15} - 1 = 0$. Can this equation for the special roots be solved directly?

5. Form the equation whose roots are the squared difference of every two roots of $x^3 + q x + r = 0$ and obtain the criterion of the nature of the roots of the given cubic.

6. Give any solution of the bequadratic.

7. Enuntiate the theorems of Fourier and Sturm.

Apply Sturm's Theorem to find the nature and position of the roots of $x^4 + 3x^3 + 7x^2 + 10x + 1 = 0$

8. $x^3 - 6x - 14 = 0$ has a root between 3 and 4: find the root correct to five decimal places.

9. A multiple root of the order m of the equation $f(x) = 0$ is a multiple root of order $m - 1$ of the first derived equation.

The equation $x^5 - 5x^4 - 5x^3 + 45x^2 - 108 = 0$ has one set of three equal roots: find all the roots.

10. "A symmetric function of the roots of an equation is a single-valued function of the roots." Explain.

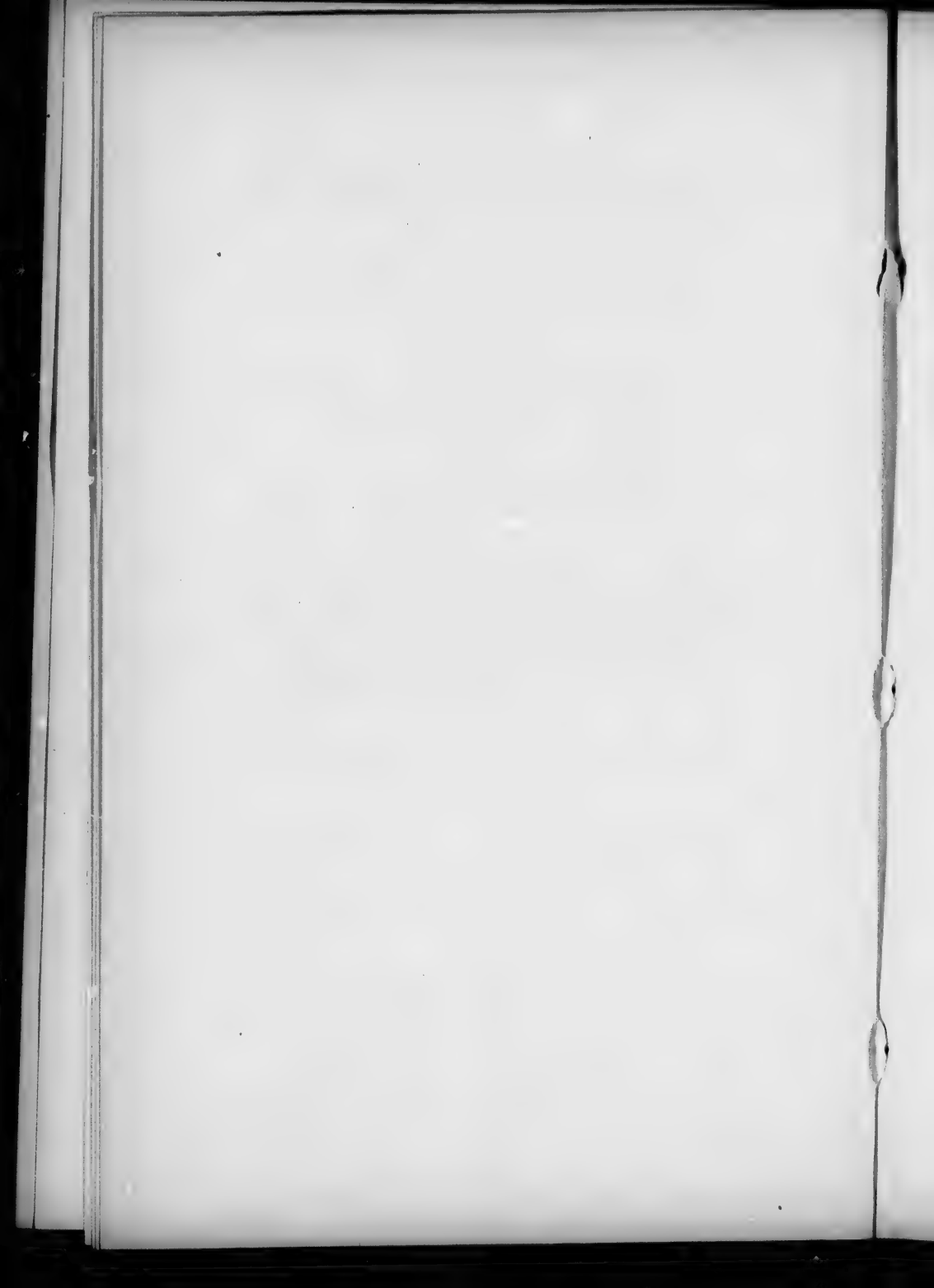
a_1, a_2, a_3 are three roots of a biquadric, how many values has

$$l_1 a_1 + l_2 a_2 + l_3 a_3 ?$$

The sums of the similar powers of the roots of an equation can be expressed rationally in terms of the coefficients

If $a_1 + a_2 + a_3 = 0$ then

$$\frac{a_1^2 + a_2^2 + a_3^2}{2} \cdot \frac{a_1^3 + a_2^3 + a_3^3}{3} = \frac{a_1^5 + a_2^5 + a_3^5}{5}.$$



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ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

SPHERICAL TRIGONOMETRY AND NEWTON I.

HONORS.

Examiners: { JOHN MCGOWAN, B.A.
ALFRED T. DELURY, B.A.

1. Great circles on a sphere bisect each other, and the angle between their planes is measured by the arc joining their poles.

If the angles of a spherical triangle are each less than two right angles the sides are each less than a semi-circle.

2. Use the properties of polar triangles to find the limits of the sides and angles of an equilateral triangle.

If the opposite angles of a spherical quadrilateral are equal to each other so also are the opposite sides.

3. Prove

$$(1) \tan \frac{1}{2}(a-b) = \frac{\sin \frac{1}{2}(A-B)}{\sin \frac{1}{2}(A+B)} \tan \frac{c}{2}.$$

$$(2) \sin^2 \frac{c}{2} = \sin^2 \frac{a}{2} + \sin^2 \frac{b}{2}, \text{ when } A+B=C.$$

4. If CDA and BEA be two arcs intersecting in A , and having the angles BCA and DEA each right angles, show that $\tan AD \cdot \tan AC = \tan AE \cdot \tan AB$.

If an arc of a great circle pass through a fixed point the tangents at its intersections with a small circle intersect on a fixed arc.

5. Prove

$$\tan r = \tan \frac{A}{2} \sin (s-a)$$

and deduce from this equation:

$$(1) \tan r_1 = \tan \frac{A}{2} \sin s;$$

$$(2) \cot R = \cot \frac{\alpha}{2} \cos (S-A).$$

6. Find the area of a spherical triangle.

If the angular points of one triangle are diametrically opposite to the angular points of another triangle, the triangles are equal in area.

7. State and prove Lemma I.

How must the "assigned difference" be measured?

Two triangles CAB and cAb have a common angle A and the sum of the sides containing that angle is the same in each; BC and bc intersect in D ; prove that in the limit when bc coincides with BC , $CD : DB :: AB : AC$.

8. Prove Lemma V.

From a familiar method of describing an ellipse show that ellipses which have the same excentricity are similar.

9. State and prove Lemma VII.

Find the limiting ratio of the segments of two equal chords of a curve when they move up to coincidence.

10. State and prove Lemma XI.

In an arc PQ of continued curvature R is a point at which the tangent is parallel to PQ ; prove that the ultimate ratio of PR to RQ when PQ is diminished indefinitely is one of equality.

University of Toronto.

ANNUAL EXAMINATIONS: 1901.

SECOND YEAR.

SOLID GEOMETRY.

HONORS.

Examiners: { ALFRED T. DE LURY, B.A.
{ JOHN MCGOWAN, B.A.

1. One equation among the coordinates x, y, z denotes a surface, and two equations denote a line.

Obtain the equation of the straight line in the form

$$\frac{x-a}{l} = \frac{y-\beta}{m} = \frac{z-\gamma}{n}.$$

How many independent constants in the equation of a straight line?

2. Obtain the equation of a plane in the form

$$lx + my + nz - p = 0.$$

If A_1 denotes $l_1 x + m_1 y + n_1 z - p_1$, &c., find the locus of the intersection of $A_1 - kA_2 = 0$, with $A_2 - kA_3 = 0$, for different values of k .

3. Find the perpendicular distance of a point from a given straight line.

A point moves so as to be equidistant from three given straight lines; find its locus and shew what this locus becomes if the three lines pass through the origin.

4. Find the centre of the surface given by the general equation of the second degree.

Find the conditions for (1) a line of centres, (2) a plane at centres, (3) a centre of infinity; and state what classes of surfaces these conditions determine.

5. The plane $lx + my + nz - p = 0$ will touch the ellipsoid

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} - 1 = 0 \text{ if } p^2 = a^2 l^2 + b^2 m^2 + c^2 n^2.$$

Find the locus of the intersection of three perpendicular tangent planes to an ellipsoid.

6. Find the equation for the lengths of the axes of any plane central section of

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} - \frac{z^2}{c^2} - 1 = 0,$$

and deduce

(1) The area of the section.

(2) The condition that the section may be a rectangular hyperbola.

(In (2) take c^2 with a negative sign).

7. In the hyperboloid of one sheet there are two systems of generating lines, and shew that all lines of one system intersect all lines of the other, but that no two lines of one system intersect.

What is the nature of the section of this surface by a tangent plane?

8. Find the equation of the osculating plane at any point of a curve in space.

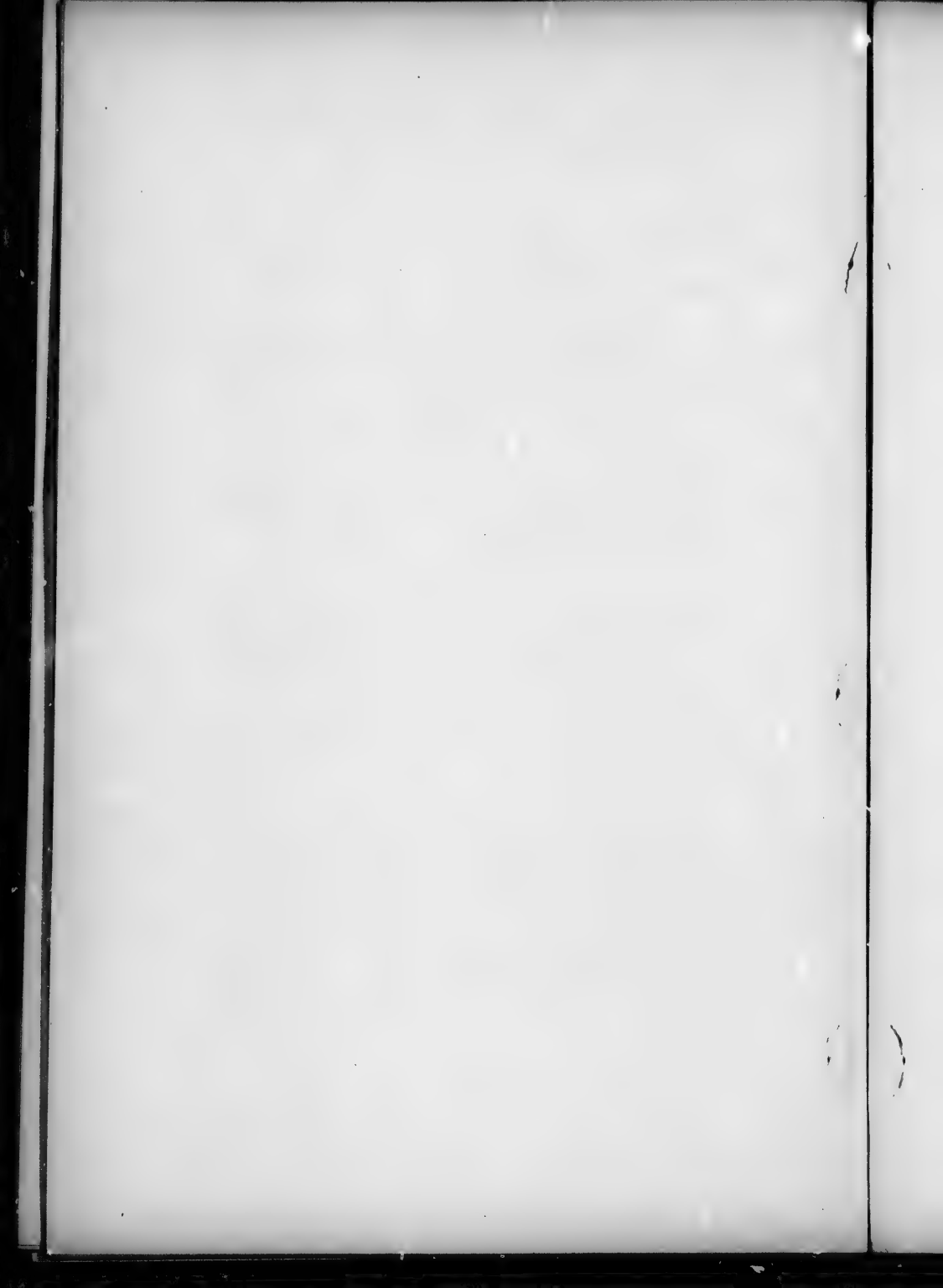
Find the osculating plane and the radius of spherical curvature at a point on the helix,

$$x = a \cos \theta; y = a \sin \theta; z = a \theta \tan \alpha.$$

9. Define indicatrix and explain its use in the theory of curvature of surfaces.

R and R_1 are the principal radii of curvature at a point on a surface, ρ the radius of curvature of a normal section, θ the angle between this section and the conjugate normal section; shew that ρ is given by the equation

$$\rho^2 \sin^2 \theta - (R + R_1) \sin^2 \theta + R R_1 = 0.$$



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University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

HISTORY.

Examiner : HERBERT HARTLEY DEWART, B.A.

1. Give a brief account of the Salic Law, stating succinctly the events and causes that led to its establishment in France.

2. Discuss fully to what extent the Feudal system advanced the national greatness of France, and outline clearly the leading causes and events that brought about the subversion of the system.

3. Describe the constitution of Florence in the earlier part of the 13th century, outlining the most important changes that took place in that and in the succeeding century.

4. "Venice grew into being as a city, not of the Western Empire, but of the Eastern." Trace the growth of the Venetian republic, showing clearly what is meant.

5. Describe the origin, constitution and importance of the Hanseatic Union.

6. Give the most important features in the Constitution of the Cortes of Castile, and contrast it with the civil polity of England under the Plantagenets.

7. Write explanatory notes upon: Golden Bull, Danegeld, Purveyance, Janizaries, Peace of Bretagny, Simon de Montfort.

8. Give the leading events of the Third Crusade, and state concisely the most important effects of the crusades upon the intellectual and political life of Europe.

9. Explain the circumstances under which the Channel Islands became a British possession, and point out any anomalies in their form of government that still survive.

There is a small amount of water in the
lake at present.

The water is very shallow and the
bottom is very soft. The water is very
shallow and the bottom is very soft.

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ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

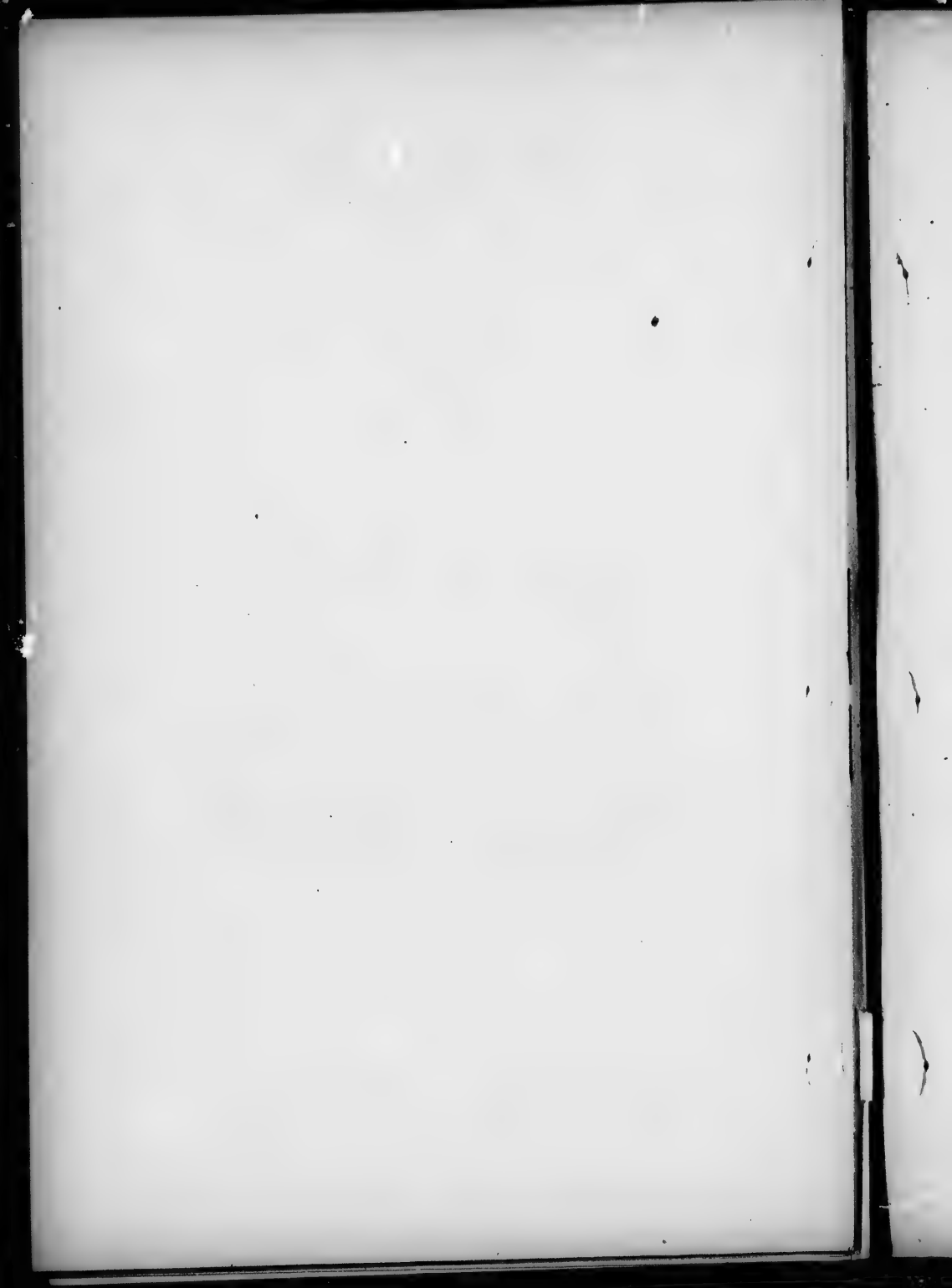
HISTORY.

HONORS.

Examiner: E. C. JEFFREY, B.A.

NOTE.—Candidates may write on any five of the questions.

1. Outline the developmental history of land tenure in Europe, and indicate its influence on polity.
2. Contrast the political evolution of England with that of France.
3. Account for the superior vitality of the Eastern Roman Empire. Are there any parallels in the life-histories of the two Musselman Caliphates?
4. Give a general account of the origin of the European town.
5. What were the influences which ushered in the Middle Ages? What phenomena marked their close?
6. Trace the influence of racial and physical factors on the political geography of Mediæval Europe.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

ANCIENT HISTORY.

HONORS.

Examiners: { WILLIAM DALE, M.A.
R. J. BONNER, B.A.

Candidates are requested to enclose the Roman and Greek History in separate envelopes.

NOTE.—Candidates are requested to enclose the answers to questions in sections A and B in separate envelopes. Only six questions of section A are to be attempted.

A.

1. Describe the original races of Italy, pointing out as far as possible their origin and their connection with the Indo-Germanic people, together with the evidence on which that connection rests.

2. What circumstances contributed to the early predominance of Rome in Latium. Explain carefully the expressions: *Roma quadrata*, *Septimontium*, *Romani collini*, *Pons sublicius*. What was the origin of the *plebs*? Who were the *clientes*?

3. Translate: *Libertatis originem inde magis, quia annuum imperium consulare factum est, quam quod deminutum quicquam sit ex regia potestate, numeres*. Explain the terms *imperium* and *potestas*, and state what constitutional changes immediately followed the expulsion of the Kings. What were the causes of that expulsion?

4. What events are connected with the names, *Spurius Cassius*, *Camillus*, *Coriolanus*, *Appius Claudius*, *Canuleius*, *Cineas*, *Ahala*, *M. Curius*. Give dates.

5. Sum up briefly the chief political and social features of the century of 300-200 B.C. Explain the origin, the duties, and the influence of the *censors*.

6. Give a clear account of the 2nd Samnite war, with dates.

7. Narrate the causes which led to the conquest of the Latins? Give an account of the great Latin war, with dates. When did Rome close the Latin Confederacy? Explain what is meant by *jus Latii*, *municipium*?

8. Explain the meaning of *Senatores pedarii*, *provocatio*, *transvectio equitum*, *centuria praerogativa*, *Lex curiata*, *Prisci Latini*, *clavum anni movere*, *pomoerium*, *pecunia*, *possessio*.

9. Describe carefully the constitution of Servius Tullius under the following heads:

(1) Causes; (2) *Comitia centuriata*; (3) results.

10. Explain the political effects of (1) the Gallic war of 390; (2) the 2nd Samnite war; (3) the war with Pyrrhus.

B.

GREEK HISTORY.

NOTE.—Not more than *five* questions are to be attempted of which *two* must be selected from the *first three*.

1. Account for the strenuous resistance offered by Athens to the Persians, and the easy surrender of Boeotia.

2. Shew clearly the relation existing between church and state in a typical Greek city and illustrate the influence of religious rites and practices on Greek politics during the Persian and Peloponnesian wars.

3. Trace the history of the Oligarchic party in Athens from the beginning of the Peloponnesian war to the year 411 B. C.

4. Sketch the origin and development of the Athenian empire.

Discuss the reasons of the revolt of Mytilene as given by the envoys, and the subsequent fate of the city.

5. Compare Greeks with Persians :

- (a) As citizens.
- (b) As soldiers.

6. Ἐξ ὧν ἄλλα τε πολλὰ ὥς ἐν μεγάλῃ πόλει καὶ ἀρχὴν ἐχούσῃ ἡμαρτήθη καὶ ὁ ἐς Σικελίαν πλοῦς, δε οὐ τοσούτου γνώμης ἀμάρτημα ἦν πρὸς οὐδὲ ἐπῆρσαν, ὅσον οἱ ἐκπέμψαντες οὐ τὰ πρόσφορα τοῖς οἰχομένοις ἐπιγινώσκοντες, ἀλλὰ κατὰ τὰς ἰδίας διαβολὰς περὶ τῆς τοῦ δήμου προστασίας τά τε ἐν τῷ στρατοπέδῳ ἀμβλύτερα ἐποιοῦν καὶ τὰ περὶ τὴν πόλιν πρῶτον ἐν ἀλλήλοις ἐταράχθησαν.

THUCYDIDES, II.

Explain the causes of the Sicilian expedition. Discuss and illustrate this statement of Thucydides.

7. Describe and classify the constitution of Sparta and explain the relations existing between her and her subjects and allies.

8. Outline the policy and fortunes of Plataia during the Persian and Peloponnesian wars.

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ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

ENGLISH.

HONORS.

Examiners: { DAVID R. KEYS, M.A.
 { H. H. DEWART, M.A.

1. State the arguments for and against the use of the term "Anglo-Saxon."

2. Define Mutation, Gradation, Breaking. Explain the phonetic meaning of the following:—e (i, eo)..... a (æ, ea)u (o).

3. Trace the process by which the past tense of *giefan* became *geaf*.

4. Illustrate what is meant by "grammatical change." Classify such changes as they occur in Anglo-Saxon.

5. What traces of Reduplication are to be found in Anglo-Saxon?

6. Give rules for the declension of adjectives. When are the weak forms used?

Translate:

Wē sind ealle cuman on *thissum* and-weardan life, and ure eard nis nā hēr ac wē sind hēr swelce weg-fērende menn ān cymth ōther færh. Hwelc mann selth his bearne næddran gif hit fisesc bitt *Ælc thāra the* bitt, he on-fēhth; and sē *the sēcth*, hē hit fint, No gæth *ælc thāra on heofona rice the cwithth* tō mē Dryhten, Dryhten'; ac sē *the wyrcth* mīnes Fæder willan *the on heofonum* is; sē gæth on heofona rice. Nis hit nā gōd, *thæt* man nime bearna hlāf and hundum weorpe.

1. Give principal parts of all strong verbs, referring each verb to its proper class.
2. Explain all subjunctives.
3. *Selth*. Give principle parts of this verb. Trace it back to *Go*. *saljan*, and explain its modern meaning.
4. Write etymological and grammatical notes on *ōther*, *faerth*, *fisce*, *on-fēth* *fint*, *heofona*, *cwithth*, *gōd*, *bearna*, *hlaf*.
5. Give modern English representative of *eard*, *swelce*, *nime*.
6. *Næddran*. What is the modern form? Cite other words that have suffered a like change.
7. *Faeder*. Account for the present form. How does this word illustrate Verner's law?

II.

Translate :

Sēo cwēn sægde thæt hiere nære be healfum dæle gesægd be Salomones mærtho, and sēo gästlice cwēn, Godes gelathung oththe gehwelc hālig sāwol, thonne heo cymth tō thære heofonlican Hierusalēm, thonne gesihth hēo micle mārān mærtho and wuldor thonne hiere ær on life thurh witegan oththe apostolas gecyðd wære. Ne mæg nān ēage on thissum life gesēon, ne nān ēare gehieran, ne nānes mannes heorte āsmēan thā thing the God gearcath thæm the hine lufiath. Tha thing wē magon begietan, ac wē ne magon hie āsmēan, ne ūs næfre ne āthriett thara gōda genyhtsumnes.

1. Refer each noun in the above extract to its proper class in the strong or weak declension.
2. Give principal parts of *sægde*, *gesēon*, *āsmēan*, *lufiath* and *athriett*.
3. Derive *witegan*, *gästlice*, *Godes*, *gecyðd*.
4. *cwēn*. What pair of doublets has Modern English derived from this word? Give other instances of such dimorphism.
5. *āsmēan*, *gehwelc*. Give the force of the prefixes in these words.
6. *hine*. Account for the survival of the dative form.
7. *Ær*. Give the idiomatic force of this particle.

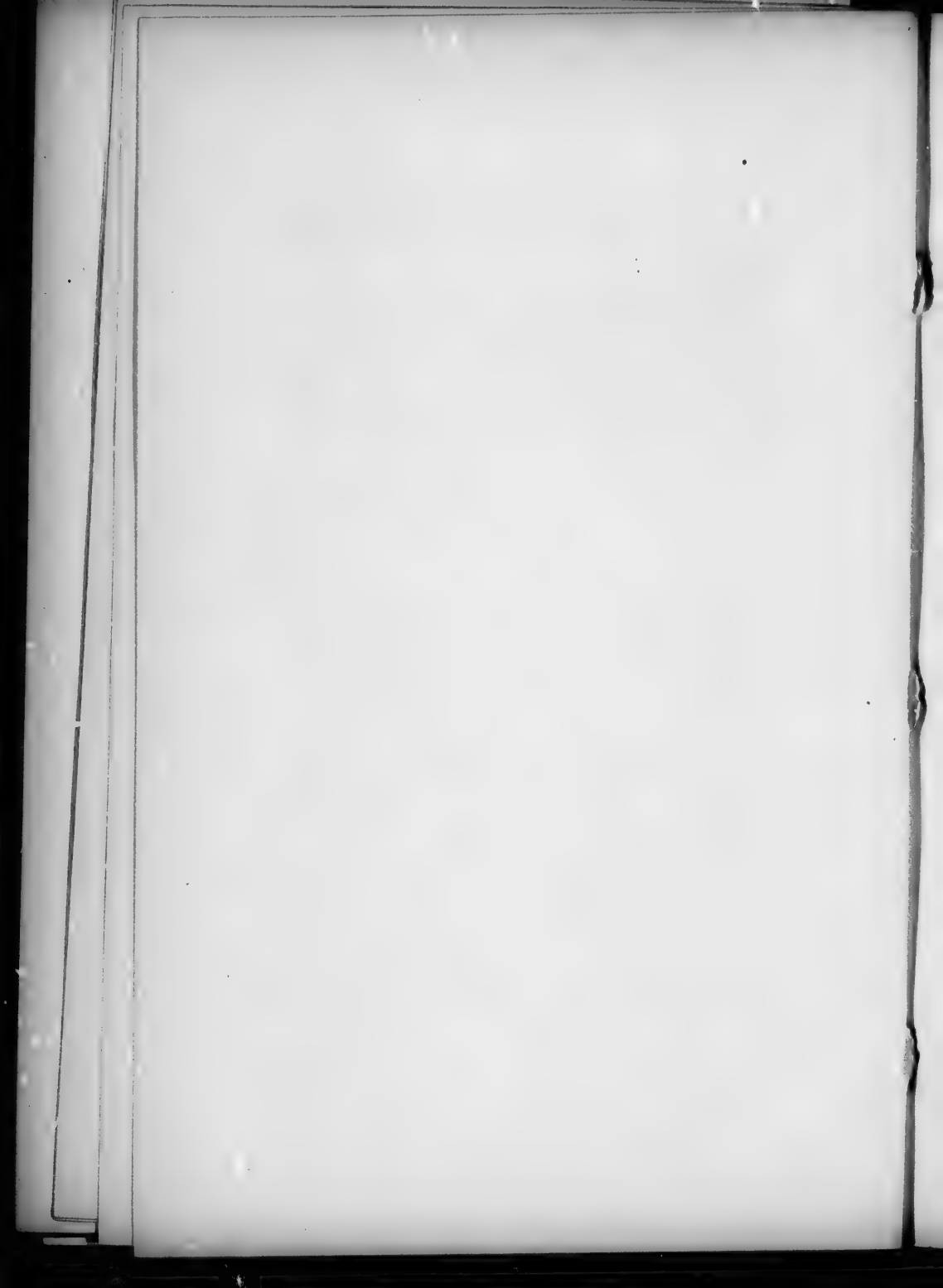
III.

1. Sketch the plot of the story in that part of the *Fairy Queene* which you have read and give its moral significance.

2. Write an article on the language of Spenser, showing the influence it exercised on later writers.

3. Contrast the lives of Spenser and Shakespeare.

4. Quote a couple of stanzas from the *Faery Queene*, scan them and point out their beauties and defects, referring particularly to the Spenserian mannerisms they may contain.



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ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

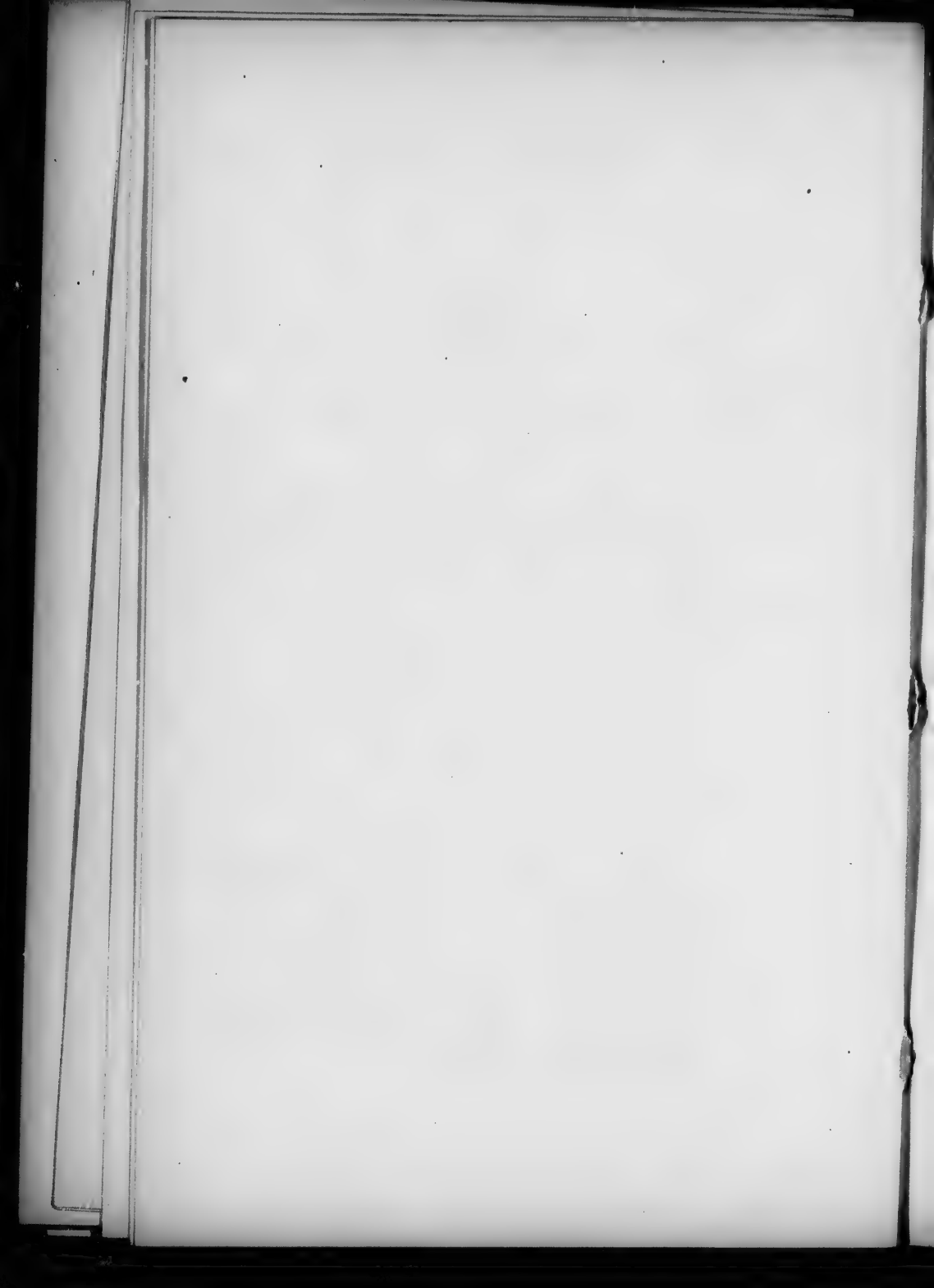
ENGLISH.

PASS.

Examiner: H. H. DEWART, B.A.

HISTORY OF THE ENGLISH LANGUAGE

1. Give the distinguishing characteristics of each of the "three main stages of development" of the English language, and indicate approximately the period covered by each.
2. What were the direct and indirect effects of the Norman conquest upon the language?
3. Discuss whether English should be classed with Teutonic Platt-Deutsch or with Scandinavian.
4. (a) Write a short paper on the English dialects of the 12th and 13th Centuries, pointing out the main characteristics of each, and accounting for the diversity.
(b) To what causes was the subsequent development of a standard form of English due?
5. Give an account of the various translations of the Bible from early Saxon times down to the beginning of the 17th Century, and estimate the philological importance and formative influence of each.
6. Give an account of the "Ormulum," pointing out its importance to the student of the English language.
7. Write a short paper on the "Scotch" of Robert Burns, showing by internal and external evidence its exact relationship to Modern English, and to its most direct Old English antecedent.



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ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

FRENCH.

Examiner : W. H. FRASER, B.A.

1. Give the various forms (masc., fem., plur.) of the Possessive Pronoun, and translate into French :

- (a) We have our books and she has hers.
- (b) These pens are mine. Those pens are his.
- (c) Go and get my gloves and your own.
- (d) My aunt has brought a friend of hers to see us.
- (e) I only ask for my own.

2. Translate into French :

- (a) To whom have you given the money? To them.
- (b) I am speaking both to him and to her.
- (c) Will you have the kindness to introduce me to him?
- (d) Some one is knocking at the door. Is it my friends? It is they.
- (e) He who commits a fault deserves punishment.

3. Make a table of Interrogative Pronouns and Interrogative Adjectives, including the English equivalent of each form given, and translate the following into French :

- (a) Which one of his sisters has accompanied him?
- (b) Let me know to whom he has told that.
- (c) Whose house is that yonder?
- (d) What is making that noise?
- (e) What books has the book-seller sent?

4. Give the Pres. Indic., the Impf. Indic., the Condl., the Pres. Subj. of *falloir* , and translate the following, using *falloir* :

- (a) You will have to remain.
- (b) He has had to speak.
- (c) One must do one's duty.
- (d) I should need one hundred francs at least.
- (e) He had already been obliged to sell his carriage.

5. Translate the following, and remark upon the tense of verbs in italics:

(a) Il y a longtemps que je *rêve* d'un officier qui m'a sauvé la vie.

(b) Je *commençais* à me faire à ce tête-à-tête lorsque *survint* un incident.

(c) Enfin, je me *suis levé* brusquement. "Qu'est-ce que c'est ? *ai-je dit* ."

(d) Si mon fils le *rencontre* , il lui fera tout le bien qu'il *pourra* .

(e) J'attendrai qu'il *vienne* .

6. Translate into French:

- (a) Do not go away (*s'en aller*). (b) I should run if I could. (c) We shall gather flowers tomorrow. (d) He does not feel the cold. (e) The queen is dying; the queen is dead. (f) What can I offer you ? (g) We shall come next week. (h) I shall have to go home soon. (i) He hates his neighbors and his neighbors hate him. (j) They (f.) have sat down. (k) I shall go when I can. (l) Do you know how to read and write ? (m) This will be worth more than that after a few days. (n) When shall we see you again ? (o) I should like to know that myself.

II.

Translate:

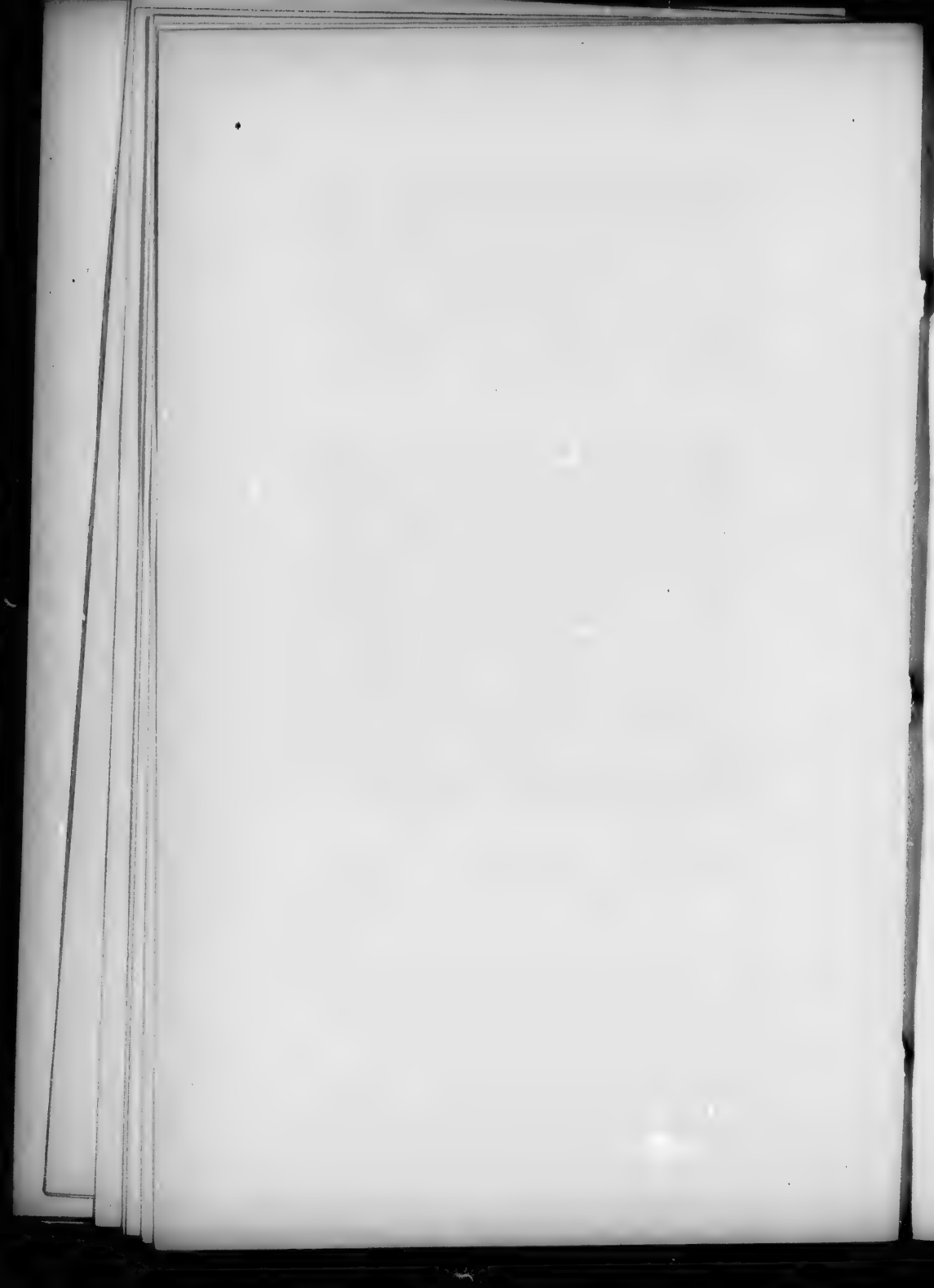
A votre compte, quand un individu, que vous ne connaissez que pour lui avoir marché sur le pied, vous écrit: "Monsieur, trouvez-vous à tel endroit, afin que j'aie la satisfaction de vous égorger en réparation de l'insulte que vous m'avez faite," il faut qu'on se rende aux ordres du *quidam*, et qu'on prenne bien garde de le faire attendre. Chose étrange! il y a des hommes qui ne risquent

raient pas mille francs pour sauver l'honneur à leur ami, la vie à leur père, et qui risquent leur vie dans un duel pour une parole équivoque ou pour un regard de travers. Mais alors, qu'est-ce donc que la vie ? Ce n'est donc plus un bien sans lequel tous les autres sont fort peu de chose ? C'est donc un haillon qu'on jette au chiffonnier qui passe, ou une pièce de monnaie effacée qu'on abandonne au premier aveugle qui vient chanter sous votre fenêtre ?

III.

Translate into French :

The first of the long line of English poets is really Cædmon. At the feasts, in those times, everybody used to sing in turn to amuse the company, but Cædmon used to leave the table before the harp was given to him. One evening when (*que*) he had done thus, he went to the stable and lay down to sleep, after having cared for (*soigner*) the cattle, because, you must know, he was only a farm-servant in the monastery at Whitby. As he slept, some one appeared to him and said, "Cædmon, sing a song to me." "I cannot sing," he replied, "for that cause I left the feast." "Nevertheless," was the answer, "you must sing to me." "What," then, asked Cædmon, "shall I sing ?" The other replied, "sing the beginning of created things." Thereupon he made some verses, which in the morning he still remembered (*se souvenir de*).



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ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

FRENCH AUTHORS.

Examiner: A. J. BELL, M.A., PH.D.

I.

Translate:

(a) Tout Strasbourg est forcé de reconnaître que le docteur Marchal a rajeuni de dix ans. Quand il passe en courant dans la rue, vous diriez qu'il a des ailes; il fend l'air, on croit voir un sillage lumineux derrière lui. Il entre dans les magasins, dans les plus beaux magasins de la ville, et il achète sans marchander tout ce qu'il y a de plus cher. Il paye et s'enfuit comme un fou, sans attendre sa monnaie. A l'hôpital, il est charmant pour les malades, pour les infirmiers, pour les sœurs; il voit tout en beau; c'est le médecin tant mieux, il donne des *excus* à ceux qui les demandent; il ordonne du vin, du poulet, des côtelettes à qui en veut. A son cours, il professe les théories les plus consolantes, il nie les maladies incurables, il ne voit pas pourquoi l'homme sage, heureux et marié ne vivrait pas un siècle et demi! On l'écoute, on sourit, et pourtant on convient que jamais il n'a montré tant de talent. Ses élèves l'applaudissent à tout rompre; hier, ils l'ont attendu devant la Faculté pour lui faire une ovation; mais bonsoir! il s'était enfui par derrière et roulait déjà sur le chemin de Hagelstadt.

ABOUT, *La Fille du Chanoine.*

(b) Mme Benoît était si pressée de jouir de la vie et du faubourg, qu'elle aurait marié sa fille à quinze ans si elle l'avait pu. Mais Lucile à quinze ans n'était encore qu'une petite fille. L'âge ingrat se prolongea pour elle au delà des limites ordinaires. Il est à remarquer que les enfants des villages sont moins précoces que ceux des villes : c'est sans doute par la même raison qui fait que les fleurs des champs retardent sur celles des jardins. A seize ans, Lucile commença de prendre figure. Elle était encore un peu maigre, un peu rubiconde, un peu gauche; toutefois sa gaucherie, sa maigreur et ses bras rouges n'étaient pas des épouvantails à effrayer l'amour. Elle ressemblait à ces chastes statues que les sculpteurs allemands de la Renaissance taillaient dans la pierre des cathédrales; mais aucun fanatique de l'art grec n'eût dédaigné de jouer auprès d'elle le rôle de Pygmalion.

ABOUT, *La Mère de la Marquise.*

1. à qui en veut. Explain this construction.
2. épouvantails. Give a rule for forming the plural of nouns ending in *ail*.
3. enfui. Indicate the origin and force of the prefix *en* here.
4. Note any verbs in these extracts that take either *à* or *de* before a following infinitive.
5. Write explanatory notes on *le médecin tant mieux, du faubourg, la Renaissance, le rôle de Pygmalion.*

II.

Translate :

(a) Gourmandez donc les flots tumultueux !
 Enchaînez l'océan, Xercès présomptueux !
 — Ah ! le doute est permis en face de la tâche,
 Parler est imprudent, et se taire est bien lâche,
 Faut-il se retirer sans avoir combattu,
 Et, se réfugiant dans sa froide vertu,
 Considérer d'en haut, philosophe égoïste,
 La sombre tragédie à laquelle on assiste ?
 Mais c'est autoriser d'autres assassinats.
 Qu'est-ce qu'une vertu qui ne s'indigne pas !
 Faut-il faire éclater une sainte colère ?
 Mais c'est exaspérer la fureur populaire,

Attiser le foyer de nos dissensions,
Et hâter l'incendie et les destructions.
— Peut-être n'est-ce pas sans un travail énorme,
Sans d'immenses douleurs, qu'un État se transforme.

Ce long enfantement d'un monde jeune et fort
A des convulsions comme en aurait la mort.
Nous y périrons tous les uns après les autres,
Toute idée est mortelle à ses premiers apôtres.

CHARLOTTE CORDAY, Act I.

1. Notice some of the uses of the circumflex accent, illustrating from the extract.

2. Distinguish rich from sufficient rhymes, pointing out examples of both in the extract.

III.

Translate:

RONDON. Oui, et pour quelque autre raison encore. Il y a, de par le monde, une jolie petite dame de Melcourt.

DELMAR. Y penses-tu ? la femme d'un académicien ! Un instant, monsieur, respect à nos chefs, aux vétérans de la littérature !

RONDON. Oh ! je suis prêt à ôter mon chapeau ; mais il n'en est pas moins vrai qu'un mari académicien est ce qu'il y a de plus commode ! d'abord, l'habitude qu'ils ont de fermer les yeux.

DELMAR. Halte-là ! ou nous nous fâcherons. Madame de Melcourt est la sagesse même. Avant son mariage, c'était une amie de ma sœur ; et il n'y a entre nous que de la bonne amitié. Ingrat que tu es ! c'est à elle que nous devons nos succès ; c'est notre providence littéraire. Vive, aimable, spirituelle, répandue dans le grand monde, partout elle vante tous nos ouvrages. *Divin ! délicieux ! admirable !* elle ne sort pas de là ; et il y a tant de gens qui n'ont jamais d'avis, et qui sont enchantés d'être l'écho d'une jolie femme. Et aux premières représentations, il faut la voir aux loges d'avant-scène ! Elle rit à nos vaudevilles, elle pleure à nos opéras-comiques. Dernièrement encore, j'avais fait un mélodrame... qui est-ce qui ne

fait pas de sottise ? j'avais fait un mélodrame à Feydeau ; elle a eu la présence d'esprit de s'évanouir au second acte, cela a donné l'exemple ; cela a gagné la première galerie ; toutes les dames ont eu des attaques de nerfs, et moi un succès fou. Si ce ne sont pas là des obligations !

RONDON. Allons ! allons ! tu as raison ; mais il faudra lui parler de notre pièce d'aujourd'hui, celle que je viens de lire, pour que d'avance elle l'annonce dans les bals et dans les sociétés ; cela fait louer des loges.

SCRIBE, *Le Charlatanisme*, Sc. IV.

1. *de par le monde*. Explain the construction.
2. *vaudevilles*. Derive and define.
3. *un mélodrame à Feydeau*. Explain.
4. *aujourd'hui*. Account for the presence of the apostrophe in this word.
5. *dernièrement*. When and why is the feminine of the adjective used in forming adverbs ending in *ment* ?

IV.

Translate into French :

A former governor of a large city in Japan, after spending an evening at a friend's table with several companions, was unable to find his carriage, and determined to walk home. Losing his way, however, in the narrow, winding streets, he applied to a policeman to direct his erring footsteps. To his surprise the solemn functionary could not solve his perplexity. He was not acquainted, he said, with the location asked for. A happy expedient suggested itself to the inquirer : " Be good enough to direct me to the residence of the Governor of the city," said the Governor. " I don't know where that is either," responded the policeman. What ! not know where the Governor lives ? I shall report you to-morrow. I am the Governor." " Well," was the caustic rejoinder, " how do you expect me to know where you live, if you don't know where you live yourself ? "

University of Toronto,

ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

FRENCH.

HONORS.

Examiner: W. C. P. BREMNER, B.A.

Translate:

Mais à Chateaubriand, le premier, échet le vaste du Désert américain, de la forêt transatlantique.

Ce fut sa grande conquête. Depuis il a su peindre en maître bien des cieux et des contrées, la Campagne romaine, le rivage attique, la vallée du Jourdain : il a pu être plus parfait, plus correct de ligne qu'il ne l'avait été d'abord, plus classique : nulle part il n'a égalé ces premières pages de descriptions, celles que nous retrouverons dans *Atala*, pour la grandeur, l'étendue, la vivacité originale des impressions, la majesté toute naturelle des tableaux. C'est qu'au moment où il les écrivait il sentait ces grands objets dans leur entière nouveauté et avec cette fraîcheur avide de l'âme, qu'on n'a qu'une fois. Il semble que le fond d'une âme d'artiste soit avide d'un certain idéal inconnu, d'une certaine impression première : comme ces murailles préparées pour la fresque, elle boit aussitôt la première couleur, les premières images, que la nature, ce grand peintre, y jette en courant.

SAINTE-BEUVE.

1. What writers before Chateaubriand have painted nature?
2. *ne*. Explain the use of each "ne" in the extract.
3. Parse *toute* (*naturelle*), *soit* (*avide*).

Translate :

(a) Au thé, le capitaine charma de nouveau Miss Lydia par une histoire de vendette *transversale*, encore plus bizarre que la première, et il acheva de l'enthousiasmer pour la Corse en lui décrivant l'aspect étrange, sauvage du pays, le caractère original de ses habitants, leur hospitalité et leurs mœurs primitives. Enfin, il mit à ses pieds un joli petit stylet, moins remarquable par sa forme que par son origine. Un fameux bandit l'avait cédé au Capitaine Ellis, garanti pour s'être enfoncé dans quatre corps humains. Miss Lydia le passa dans sa ceinture, le mit sur sa table de nuit, et le tira deux fois de son fourreau avant de s'endormir.

(b) — "Pas d'argent entre nous lieutenant," dit Brandolaccio d'un ton résolu.

— "L'argent fait tout dans le monde" dit Cast-riconi ; "mais dans le maquis on ne fait cas que d'un cœur brave et d'un fusil qui ne rate pas."

— "Je ne voudrais pas vous quitter" reprit Orso, "sans vous laisser quelque souvenir. Voyons, que puis-je te laisser Brando ?"

Le bandit se gratta la tête, et, jetant sur le fusil d'Orso un regard oblique :

"Dame, mon lieutenant... si j'osais... mais non, vous y tenez trop"

— "Qu'est-ce que tu veux ?"

— "Rien... la chose n'est rien... Il faut encore la manière de s'en servir. Je pense toujours à ce coup double et d'une seule main... Oh, cela ne se fait pas deux fois."

— "C'est ce fusil que tu veux ?... Je te l'apportais ; mais sers-t-en le moins que tu pourras."

MÉRINÉE.

1. Give the Past Part., 1st sing. of Pres. and Pret. Def. Indic., and Pres. Subjun. of *décrivant*, *mit*, *cédé*, *s'endormir*, *voyons*, *tenez*.

2. *le passa dans sa ceinture*. Write sentences showing different uses of *passer*.

3. *le moins que tu pourras*. Why Future ?

Translate :

(a) Sur ces entrefaites on reçut des nouvelles de Jacques. Il était installé à Nice et donnait force détails sur son installation. " Le beau pays, mon Daniel, et comme cette mer qui est là sous mes fenêtres t'inspirerait ! Moi, je n'en jouis guère ; je ne sors jamais. . . Le Marquis dicte tout le jour. Diable d'homme, va ! Quelquefois, entre deux phrases, je lève la tête, je vois une petite voile rouge à l'horizon, puis tout de suite le nez sur mon papier. . . Mademoiselle d'Hacqueville est toujours bien malade ; je l'entends au-dessus de nous qui tousse, qui tousse. . . C'est l'ennui de ce pays, tout le monde tousse.

(b) Il faut dormir.

Mais un moment après, je recommence de plus belle.

— Et Rouget, Jacques, Rouget de la fabrique . . Est-ce que tu t'en souviens ?

Là-dessus, nouveaux éclats de rire et causeries à n'en plus finir.

Soudain un grand coup de poing ébranle la cloison de mon côté, du côté de la ruelle. Consternation générale.

— C'est Coucou-Blanc . . me dit Jacques tout bas dans l'oreille.

— Coucou-Blanc. . . Qu'est-ce que cela ?

— Chut . . pas si haut. . . Coucou-Blanc est notre voisine. . . Elle se plaint sans doute que nous l'empêchons de dormir.

— Dis donc, Jacques, quel drôle de nom elle a notre voisine !

DAUDET.

Translate :

I then placed the first stone, after which Albert laid one, then the children, according to their ages. All the ladies and gentlemen placed one ; and then every one came forward at once, each person carrying a stone and placing it on the cairn. Mr. and Mrs. Anderson were there ; Mackay played ; and whiskey was given to all. It took, I am sure, an hour building ; and whilst it was going

on some merry reels were danced on a stone opposite. All the old people (even the gardener's wife from Corbie Hall, near Abergeldie,) danced; many of the children, Mary Symons and Lizzie Stewart especially, danced so nicely; the latter with her hair all hanging down. Poor dear old "Monk," Sir Robert Gordon's faithful old dog, was sitting there amongst us all. At last, when the cairn, which is, I think, seven or eight feet high, was nearly completed, Albert climbed up to the top of it, and placed the last stone; after which three cheers were given. It was a gay, pretty, and touching sight; and I felt almost inclined to cry. The view was so beautiful over the dear hills; the day so fine; the whole so *gemüthlich*. May God bless this place, and allow us yet to see it and enjoy it many a long year.

V. R.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

FRENCH.

HONORS.

Examiner : W. H. FRASER, B.A.

I.

Translate :

- (a) L'onde semblait me dire : "Espère ! aux mauvais jours

Dieu te rendra ton pain !" Dieu me le doit toujours !

C'était mon Égérie, et l'oracle prospère,

A toutes mes douleurs, j'étais ce mot : " espère,

Espère et chante, enfant, dont le berceau trembla,

Plus de frayer, Camille et ta mère sont là.

Moi j'aurai pour tes chants de longs-échos. . . . —"

Chimère !

Le fossoyeur m'a pris, et Camille et ma mère.

J'avais bien des amis ici-bas quand j'y vins,

Bluet éclos parmi les roses de Provins ;

Du sommeil de la mort, du sommeil que j'envie,

Presque tous maintenant dorment, et, dans la vie,

Le chemin dont l'épine insulte à mes lambeaux

Comme une voie antique est bordé de tombeaux.

Dans le pays des sourds j'ai promené ma lyre ;

J'ai chanté sans échos, et, pris d'un noir délire,

J'ai brisé mon luth, puis, de l'ivoire sacré

J'ai jeté les débris au vent et j'ai pleuré.

HÉGÉSIPPE MOREAU.

- (b) La vie des habitants, ou du moins ce qu'on en voit, a quelque chose de calme, de reposé de placide. Vous devinez, à la lenteur aisée de leurs mouvements, que le ciel a fait pour eux des heures

de cent et quelques minutes et des années de six à sept cents jours. Ils ont le droit, ces bienheureux, de remettre incessamment les affaires au lendemain, et la preuve, c'est qu'ils resteraient une heure à voir passer la diligence, si la diligence mettait une heure à passer. En été, le seuil des portes est peuplé de figures béates, arrondies par l'oisiveté éclairées à demi par des yeux presque éteints, comme des lampes dont on a baissé la mèche afin de ménager l'huile. En hiver, les mêmes figures s'appliquent aux fenêtres, épatant contre la vitre un nez honnête et bienveillant. Et le voyageur de l'impériale, fouetté de front et de côté par une bise acariâtre, envie la douce odeur de renfermé, le suave parfum de poussière patriarcale qu'on respire assurément dans ces intérieurs-là.

ABOUT.

II.

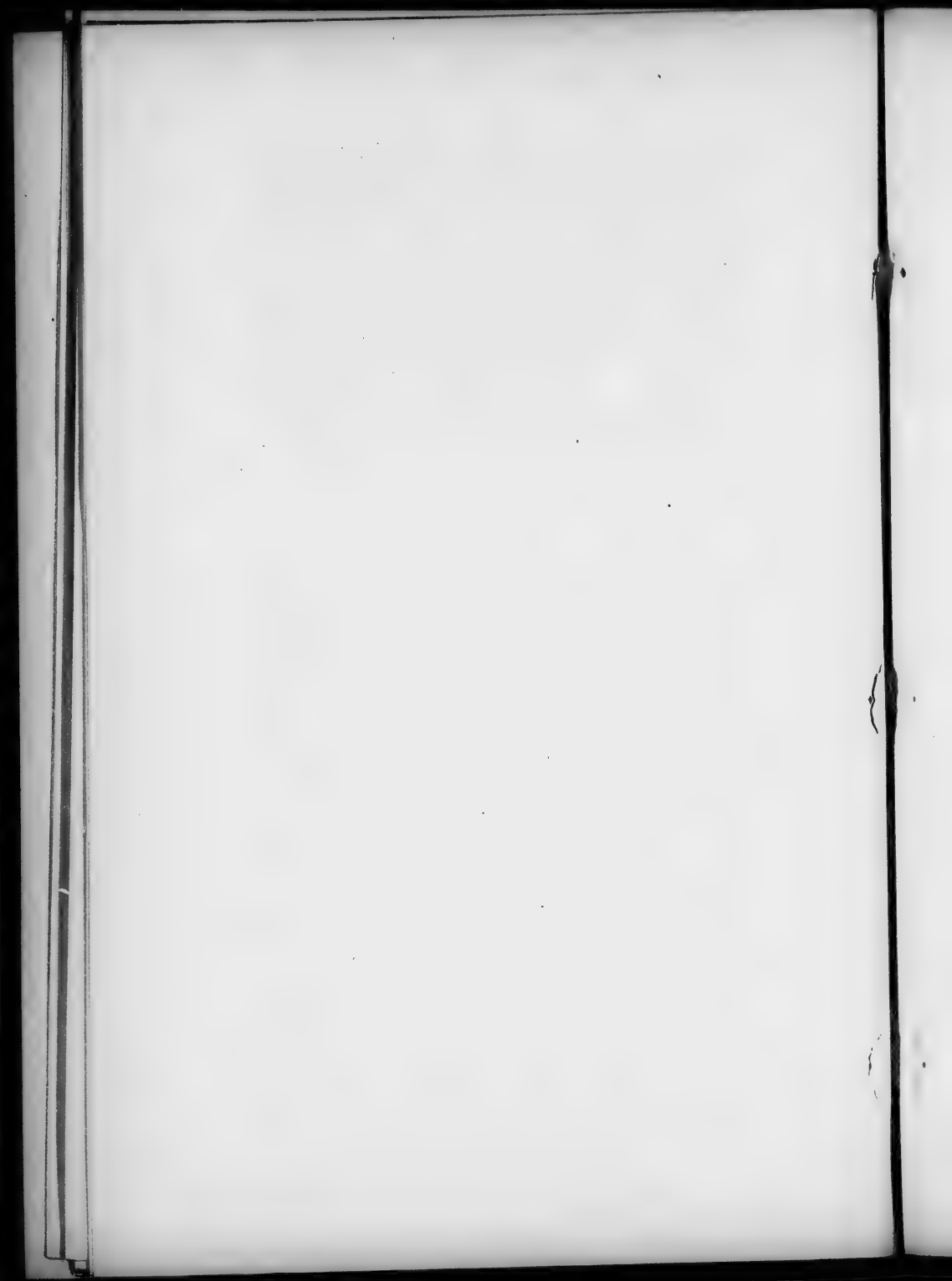
Translate into French :

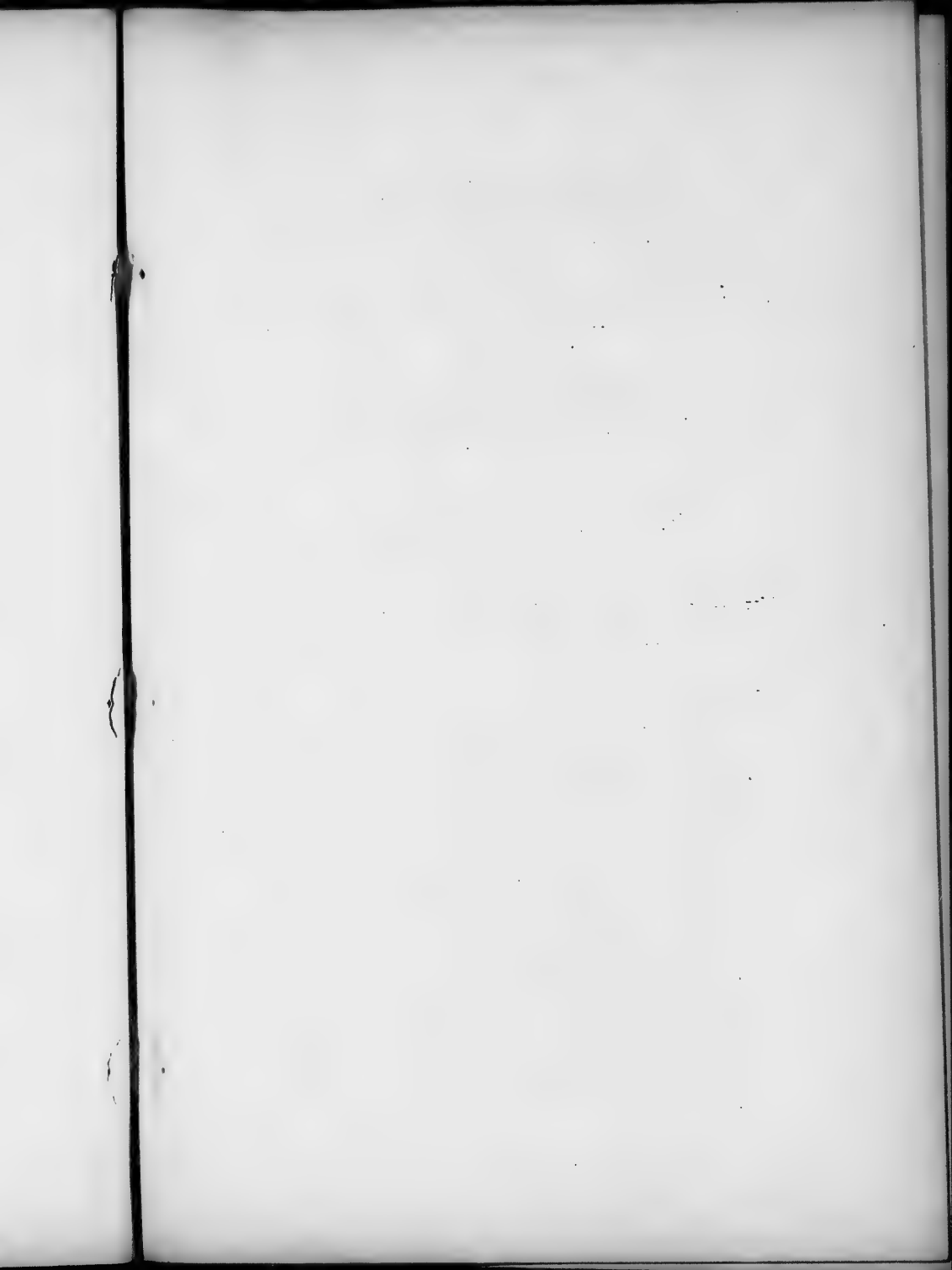
(a) A positive man is often disagreeable, but this negative man is still worse. He never rides on horseback, and he never takes a walk ; he hardly moves. Sometimes one finds him in his study, sometimes in his garden, but never on the road. He no longer smokes ; he hardly speaks ; he has had no misfortunes, and he does not complain of his appetite. Sometimes he gets up in the morning, passes the greater part of the day in his study, and goes to bed at night without saying ten words. The vicar has spoken to me about him. He went to see him yesterday, and found him as usual in his study. He will not go again he says. He asked him if he ever took a walk. "No, never." You do not like society ? "No." Have you many friends ? "No, not one." "Not a friend. You are indeed unfortunate." "Oh no ! quite happy. I have no friends, and I have only one enemy, and yet I am quite contented. I like solitude, especially this morning." After this polite remark the vicar left, saying to himself, "Never, never, will I visit that man again."

(b) The princes of Europe have found out a manner of rewarding their subjects who have behaved well, by presenting them with about two yards of blue ribbon, which is worn about the shoulder. They who are honoured with this mark of distinction are called knights, and the king himself is always the head of the

order. This is a very frugal method of recompensing the most important services ; and it is very fortunate for kings that their subjects are satisfied with such trifling rewards. Should a nobleman happen to lose his leg in a battle, the king presents him with two yards of ribbon, and he is paid for the loss of his limb. Should an ambassador spend all his paternal fortune in supporting the honour of his country abroad, the king presents him with two yards of ribbon, which is to be considered as an equivalent to his estate. In short, while an European king has a yard or two of blue or green ribbon left, he need be under no apprehension of wanting statesmen, generals, and soldiers.

GOLDSMITH.





University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND, THIRD, AND FOURTH YEARS,
AND FOR PRIZE.

FRENCH PROSE. PASS AND HONORS.

Examiners : { J. SQUAIR, B.A.
 { W. H. FRASER, B.A.

NOTE.—Pass Candidates of the Fourth Year, and Honor Candidates of the Second Year, who do not desire to compete for the prize, may omit section I.

I.

Translate into French :

Every man cannot be a poet; but every man may give himself some trouble to cultivate that kindly and genial sensibility on which the writing and the appreciation of poetry depends. To live poetry, indeed, is always better than to write it; better for the individual, and better for society. Now a poetical life is just a life opposed to all sameness and selfishness; eagerly seizing upon the good and beautiful from all quarters, as on its proper aliment. Let a young man, therefore, above all things, beware of shutting himself up within a narrow pale of sympathy, and of fostering unreasonable hatreds and prejudice against others. An honest hater is often a better fellow than a cool friend; but it is better not to hate at all. A good man will, as much as possible, strive to be shaken out of himself, and learn to study the excellences of persons and parties to whom he is naturally opposed.

JOHN STUART BLACKIE.

II.

Write a composition in French on one only of the following topics :—

(a) La première des vertus est le dévouement à la patrie.

(b) La France en 1789.

(c) Stanley le grand explorateur.

(d) Les grandes inventions du XIX^e siècle.

(e) La littérature française au XVII^e siècle.

(f) Von Moltke.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

GERMAN AUTHORS.

Examiners: { W. H. VANDERSMISSEN, M.A.
G. H. NEEDLER, B.A., PH.D.

. Candidates for Honors in any subject may take any three of the first four parts of this Paper. Candidates for Honors in the Department of Natural Sciences, and of Chemistry and Mineralogy, are allowed an option between Parts IV. and VI., and may take any *two* of the first three parts. Other Candidates must take Parts I. to V. inclusive. *All* Candidates must take Part V.

I.

Translate:

Wir singen und sagen vom Grafen so gern,
Der hier in dem Schlosse gehauset,
Da, wo ihr den Enkel des seligen Herrn,
Den heute vermählten, beschmauset.
Nun hatte sich jener im heiligen Krieg
Zu Ehren gestritten durch mannigen Sieg;
Und als er zu Hause vom Rösslein stieg,
Da fand er sein Schösslein oben,
Doch Diener und Habe zerstoßen.

Da bist du nun, Gräfslein, da bist du zu Haus,
Das Heimische findest du schlimmer!
Zum Fenster da ziehen die Winde hinaus,
Sie kommen durch alle die Zimmer.
Was wäre zu thun in der herbstlichen Nacht?
So hab' ich doch manche noch schlimmer vollbracht,
Der Morgen hat alles wohl besser gemacht;
Drum rasch bei der mondlichen Helle
In's Bett, in das Stroh, in's Gestelle!

GOETHE, *Hochzeitlied.*

1. *Jener.* Who?

2. *Mannigen.* Give the usual form.

3. By whom are the last five lines spoken ?
- *4. Sketch the plot of this ballad.
- *5. Show by quotations or otherwise your knowledge of any other two of Goethe's ballads.

* Honor Candidates will answer these questions in German.

II.

Translate :

Kaum wird in meiner Armen mir ein Bruder
 Vom grimm'gen Uebel wundervoll und schnell
 Geheilt, kaum naht ein lang' ersehntes Schiff,
 Mich in den Port der Vaterwelt zu leiten,
 So legt die taube Noth ein doppelt Laster
 Mit ehrner Hand mir auf: das heilige,
 Mir anvertraute, viel verehrte Bild
 Zu rauben und den Mann zu hintergehn,
 Dem ich mein Leben und mein Schicksal danke.
 O dasz in meinem Busen nicht zuletzt
 Ein Widerwille keime! der Titanen,
 Der alten Götter tiefer Hasz auf euch,
 Olympier, nicht auch die zarte Brust
 Mit Geierklauen fasse! Rettet mich,
 Und rettet euer Bild in meiner Seele!

GOETHE, *Iphigenie auf Tauris*.

1. *Hintergehn*. Accentuate and distinguish between *hintergehn* and *hintergehen*.
2. Explain the connection of this passage with the plot.
- *3. Sketch the history of Iphigenia's ancestors.
- *4. Quote in whole or in part the song of the Parææ.

* For Honor Candidates only.

III.

Translate :

Wie einst mit flehendem Verlangen
 Pygmalion den Stein umschloz,
 Bis in des Marmors kalte Wangen
 Empfindung glühend sich ergosz,
 So schlang ich mich mit Liebesarmen
 Um die Natur, mit Jugendlust,
 Bis sie zu athmen, zu erwarmen
 Begann an meiner Dichterbrust.

Und, theilend meine Flammentriebe,
 Die Stumme eine Sprache fand,
 Mir wiedergab den Kusz der Liebe
 Und meines Herzens Klang verstand ;
 Da lebte mir der Baum, die Rose,
 Mir sang der Quellen Silberfall,
 Es fühlte selbst das Seelenlose
 Von meines Lebens Wiederhall.

SCHILLER, *Die Ideale*.

1. *Pygmalion, die Stumme*. Explain.
- *2. Give an outline of this poem.
- *3. Sketch in outline with quotations any two of Schiller's ballads.

* These questions are to be answered in German by Honor Candidates.

IV.

Translate :

Ihr Geist wirkt in einem ausserordentlichen Grade intuitiv, und alle Ihre denkenden Kräfte scheinen auf die Imagination, als ihre gemeinschaftliche Repräsentantin, gleichsam kompromittiert zu haben. Im Grund ist dies das Höchste, was der Mensch aus sich machen kann, sobald es ihm gelingt, seine Anschauung zu generalisieren und seine Empfindung gesetzgebend zu machen. Darnach streben Sie, und in wie hohem Grade haben Sie es schon errieht ! Mein Verstand wirkt eigentlich mehr symbolisierend, und so schwebe ich, als eine Zwitterart, zwischen dem Begriff und der Anschauung, zwischen der Regel und der Empfindung, zwischen dem technischen Kopf und dem Genie.

SCHILLER AN GOETHE.

- *1. Contrast the appreciation here shown of Goethe with the first impressions of Schiller.
- *2. How does this passage show the difference between the genius and methods of the two poets ?
- *3. Mention the chief works of Schiller and Goethe alluded to in this correspondence.

* For Honor Candidates only.

[OVER.]

V.

1. Contrast the outward circumstances of the lives of Schiller and Goethe respectively.
2. Give a brief account of one dramatic work of each poet.
3. What were Schiller's historical works?
4. Sketch any one of Goethe's romances.

VI.

A Translate:

Das Schwungrad dient dazu, die Bewegung der Maschine gleichförmig zu erhalten. Wenn auch der Druck des Dampfes auf den Kolben ganz unveränderlich wäre, so würde er doch nicht bei allen Stellungen der Kurbel gleichviel zu deren Umdrehung beitragen können. In der That kann man den Druck, welcher durch die Treibstange auf die Kurbel wirkt, in zwei zu einander rechtwinklige Kräfte zerlegt denken; die eine, in der Richtung der Kurbel selbst als Druck auf die Axe wirkend, trägt nichts zur Umdrehung bei, welche ganz allein durch die andere, tangential zur Kurbelbahn wirkende Seitenkraft hervorgebracht wird. Die Grösse dieser beiden Kräfte ändert sich aber in jedem Momente.

HODGES, *Scientific German*.

B. Translate into German three only of the following sentences:

(1) The foundation of every branch of natural science is the simple observation of nature. (2) We have to thank the rays of the sun for the heating (Erwärmung) of the earth's surface and of the atmosphere. (3) Since the volume of a body depends upon the degree of its heat, the expansion of a body can serve to measure its temperature. (4) Every man and every animal devours (verzehrt) in a year a weight of bread, meat or other nutritive substance (Nahrungstoff) which many times surpasses the weight of his body.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND EXAMINATION.

GERMAN AUTHORS.

HONORS.

Examiners: { A. J. BELL, M.A., Ph.D.
 { G. H. NEEDLER, B.A., Ph.D.

I.

Translate:

hm! hm! — wunderbar! — Wie ist
Mir denn? — Was will der Sultan? was? — Ich bin
Auf Geld gefaßt, und er will — Wahrheit. Wahrheit!
Und will sie so, — so bar, so blank, — als ob
Die Wahrheit Münze wäre! — Ja, wenn noch
Uralte Münze, die gewogen ward! —
Das ginge noch! Allein so neue Münze,
Die nur der Stempel macht, die man aufs Brett
Nur zählen darf, das ist sie doch nun nicht!
Wie Geld in Sack, so striche man in Kopf
Nuch Wahrheit ein? Wer ist denn hier der Jude?
Ich oder er? — Doch wie? Sollt' er auch wohl
Die Wahrheit fordern? — Zwar,
Zwar der Verdacht, daß er die Wahrheit nur
Als Falle brauche, wär' auch gar zu klein! —
Zu klein? — Was ist für einen Großen denn
Zu klein? — Gewiß, gewiß: er stürzte mit
Der Thüre so ins Haus! Man pocht doch, hört
Doch erst, wenn man als Freund sich naht. — Ich muß
Behutsam gehn! — Und wie? wie das? — So ganz
Stodjude sein zu wollen, geht schon nicht. —
Und ganz und gar nicht Jude, geht noch minder.
Denn, wenn kein Jude, dürft' er mich nur fragen,
Warum kein Muselman? — Das war's! Das kann
Mich retten! — Nicht die Kinder bloß speist man
Mit Märchen ab. — Er kommt. Er komme nur!

LESSING, *Nathan der Weise.*

1. *Allein so neue Münze . . . doch nun nicht !* Explain Nathan's meaning.

2. *Muselmann.* Give and account for the plural of this word.

3. Sketch the plot of the play, showing the connection of this scene with it. Answer in German.

4. Give an account of the dispute which led to the publication of this play. Answer in German.

II.

Translate :

Aber durch welche Hand er auch mag gefallen sein, so musz uns dieses auszerordentliche Schicksal als eine That der groszen Natur erscheinen. Die Geschichte, so oft nur auf das freudenlose Geschäft eingeschränkt, das einförmige Spiel der menschlichen Leidenschaft aus einander zu legen, sieht sich zuweilen durch Erscheinungen belohnt, die gleich einem kühnen Griff aus den Wolken in das berechnete Uhrwerk der menschlichen Unternehmungen fallen und den nachdenkenden Geist auf eine höhere Ordnung der Dinge verweisen. So ergreift uns Gustav Adolfs schnelle Verschwindung vom Schauplatz, die das ganze Spiel des politischen Uhrwerks mit einemmal hemmt und alle Berechnungen der menschlichen Klugheit vereitelt. Gestern noch der belebende Geist, der grosze und einzige Bewegr seiner Schöpfung — heute in seinem Adlerfluge unerbittlich dahingestürzt, herausgerissen aus einer Welt von Entwürfen, von der reifenden Saat seiner Hoffnungen ungestüm abgerufen, lässt er seine verwaiste Partei trostlos hinter sich, und in Trümmern fällt der stolze Bau seiner vergänglichen Grösze.

SCHILLER *Geschichte des 30jährigen Kriegs.*

1. *mag gefallen sein.* Write a note on the order of the words.

2. *durch welche Hand.* Give Schiller's account of the matter. Answer in German.

III.

A. Translate :

Ich erzählte ihm meine Unterredung mit der Sängerin von Anfang bis zu Ende. Er verschlang meine Worte. Ich fuhr fort, ihm meine eigenen Ansichten von der Sache vorzutragen ; er stand Rede und Antwort, schüttete mir nicht geradezu sein Herz aus, aber verhehlte nichts, das ich richtig errieth, und das war die ganze Wahrheit. Das Wesen der Gaussin hatte ihn bezaubert, er war völlig in ihren Netzen verwickelt und hatte sich so darin verirrt, dasz er keiner seiner Bewegungen mehr Herr war. Ich dachte an das Beispiel der Rose mit den Dornen. O, wenn es die Dornen allein gewesen wären ! Seine Einsamkeit im Gefühl der Leidenschaft, der Zwang, welchen er sich anthat, die ununterbrochene Verletzung seines Herzens hatten ihn so empfindlich gemacht, dasz er auf dem Punkte war, seinen Verstand zu verlieren. Als er beim Reden erhitzter wurde, sprach er seltsame Dinge, deren Inhalt ich oft nur errathen konnte.

HERMAN GRIMM, *Die Sängerin*.

1. *an, in, auf*. Give examples, showing the different cases governed by each of these prepositions.

2. Explain the difference in meaning between *verwickeln, einwickeln, entwickeln* ; *empfindlich* and *empfindsam*.

3. *meine Unterredung mit der Sängerin*. What was the narrator's object in this *Unterredung* ? Tell concisely what Mlle. de Gaussin said on the same occasion regarding the relation between herself and the Marquis. Answer in German.

4. Give an account of the fortunes of Emma and Albert from the time of their departure for Italy, as told in *Das Kind*. Answer in German.

IV.

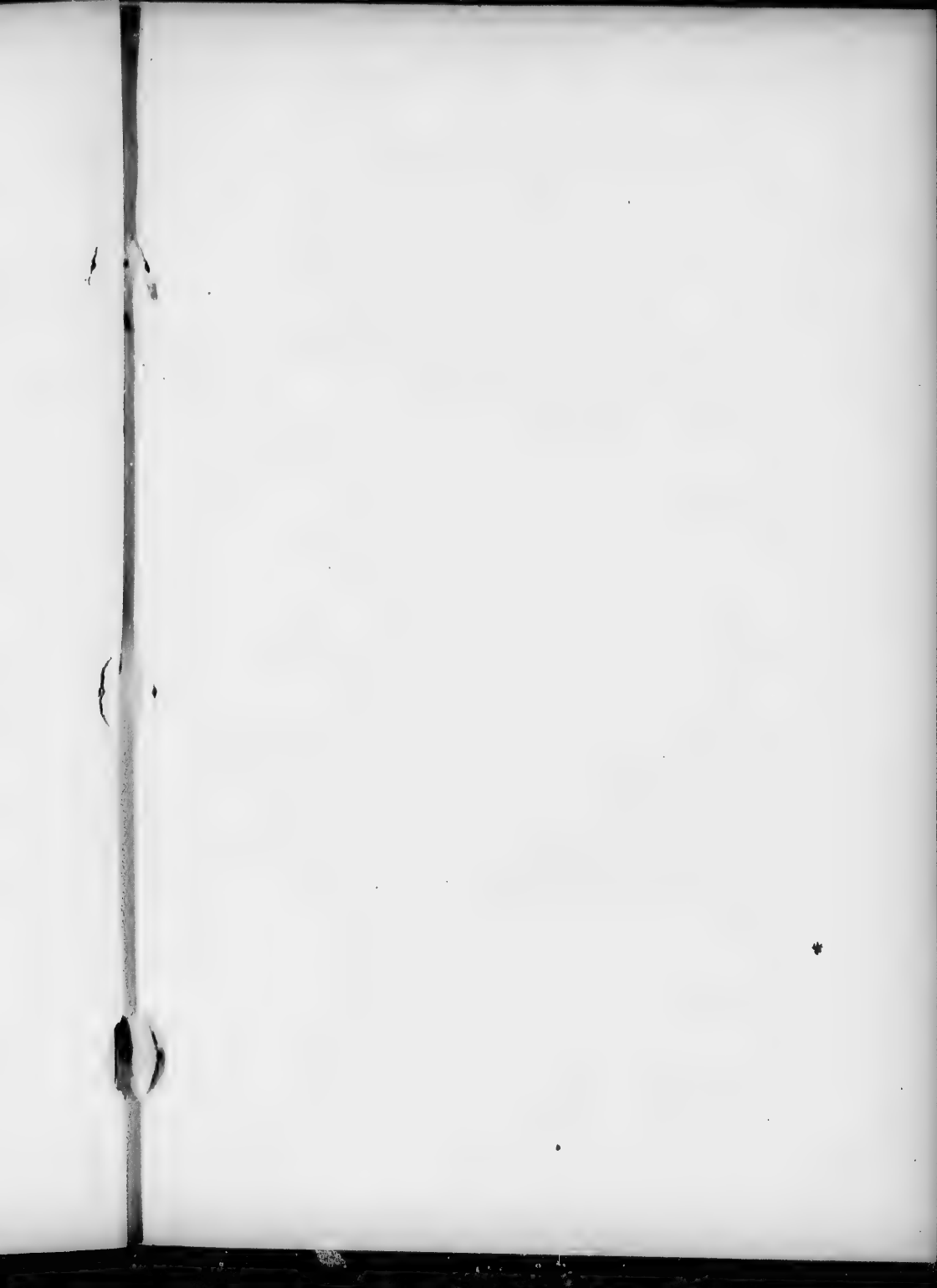
Translate :

- (a) Währenddem steckte ich hinter den Damen und betrachtete mir den Herrn genauer. Er hatte die schlanke, feingebaute Gestalt des alten Herrn im braunen Hut und auch seine Stimme ; aber das war ja unmöglich dessen Kopf. Ueber der jugendlich glatten Stirn lag ein Streifen dicker, aschblonder Haarwellen und Ringel, die allerdings im schrägeinfallenden Licht einen intensiven Silberschein annahmen. Auffallend erschienen unter diesem mattglänzenden Haar die dunklen Brauen. Fest und kühn die blauen Augen überwölbbend, gaben sie dem blassen, vornehmen, wenn auch nicht gerade schöngebildeten Gesicht einen Zug von Kraft. — Ich sah, wie sich allmählich eine kleine Falte zwischen ihnen vertiefte — Ilse's Vortrag miszfiel ihm offenbar, er hatte nicht die mindeste Lust, sich mit der Sache zu befassen ; hier und da warf er einen Seitenblick auf den neben ihm liegenden, aufgeschlagenen Folianten ; man sah, es war ihm fatal, gestört worden zu sein, wenn er sich auch höflicher Weise Mühe gab, eine aufmerksame Haltung zu zeigen.

E. MARLITT, *Das Haideprinzeszchen*.

- (b) Wo ist denn nun mein Ehrgeiz hin ?
 Wo sind die flüchtigen Gedanken,
 Womit ich oftmals aus den Schranken
 Gemeines Glücks geflogen bin ?
 Es reizt mich kein berühmter Titel,
 Es rührt mich weder Hof noch Pracht,
 Ich finde, däucht mich, viel im Kittel,
 Was kluge Seelen glücklich macht.
 Dies, grosze Weisheit, dank' ich dir,
 Dies dank' ich dir, du süsze Liebe ;
 Durch eure Lust, durch eure Triebe
 Erfind' ich selbst mein Glück in mir.
 Bleibt Phyllis mir nur treu ergeben,
 So ficht mich wol kein Wunsch mehr an,
 Als dasz ich mit ihr ruhig leben
 Und einmal freudig sterben kann.

GÜNTHER, *Gedichte*.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

GERMAN GRAMMAR AND COMPOSITION.

PASS.

Examiner : A. J. BELL, M.A., PH.D

I.

1. Enumerate and illustrate by examples the various forms of declension of the substantive, giving a rule for the occurrence of the Umlaut.

2. Give the gender of *Macht, Stahl, Gefilde, Berlin, Antwort, Messer, Abend, Apfel, Stadtthor*, and *Gesellschaft*, giving a rule in each case.

3. Describe the various uses of *der*, noting the variations in its declension.

4. Give the modal auxiliaries, and frame examples illustrating their leading uses.

5. Enumerate the conjunctions proper, and show how they differ from the remaining classes of Coordinating Conjunctions.

II.

Translate into German :

1. Yesterday afternoon I sent you the picture. Have you not received it ? Yes, the servant gave it me this morning. I shall not be able to return it before Monday next. In my opinion it is very fine ; do you know where I can get a copy of it ? Yes, there are several copies of it for sale at a bookseller's on King street.

2. An old farmer was riding along the road, when he met three merchants. As he asked what o'clock it was, the first took out his watch and answered that it was just half-past one. To the second, who asked how far it was to the next village, the old man replied that they would reach it in about two hours and a half. He added that he himself intended to go there that same evening.

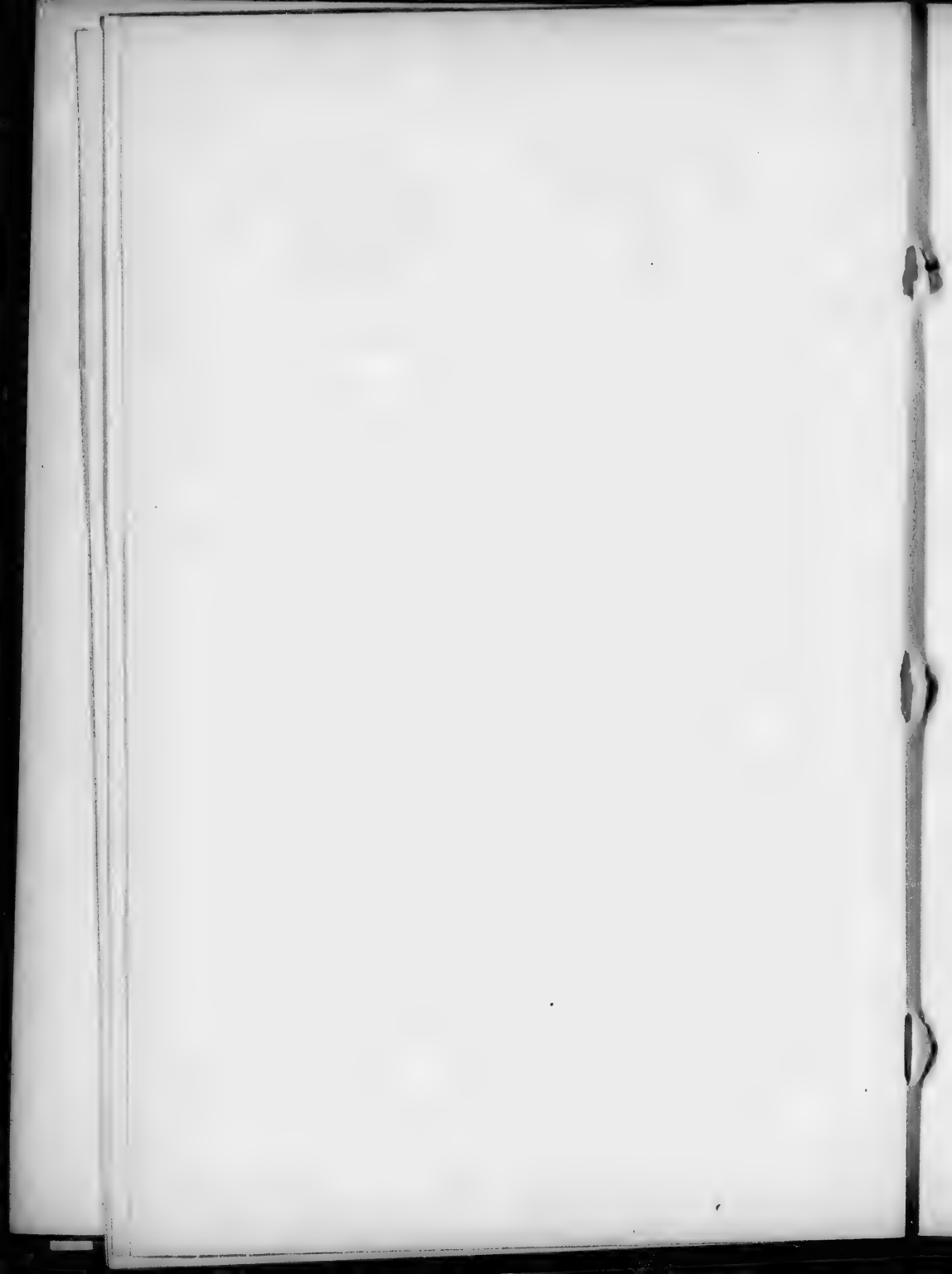
3. I do not feel very well. What ails you? I have just heard that my brother is ill, and I feel anxious about him. There are few people who can decide so important a question without consulting a friend. I am sorry that I did not explain the matter sooner. Of all the trees in Mr. Brown's garden there is but one that will bear fruit this year.

4. The days are longest in June and shortest in December. The longer the days the shorter the nights. We shall reach Vienna in a couple of days at most. I had rather stay in Munich to-night, for the sooner we return home the better. We heard Patti sing in Leipsic two weeks ago to-day.

III.

Translate into German:

A young man who had paid great attention to his studies, and consequently had made rapid progress, was taken by his father to dine with a company of literary men. After dinner, the conversation turned naturally upon literature and the classics. The young man listened to it with great attention, but did not say anything. On their return home, his father asked him why he had remained silent, when he had so good an opportunity of showing his knowledge. "I was afraid, my dear father," said he, "that if I began to talk of what I do know, I should be interrogated upon what I do not know." "You are right, my dear boy," replied the father, "there is often more danger in speaking than in holding one's tongue."



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

GERMAN GRAMMAR AND COMPOSITION. HONORS.

Examiner: A. J. BELL, M.A., PH.D.

I.

1. Compose examples in German to illustrate the meaning and use of the relative pronouns.
2. Show how adjectives and adverbs are compared, giving examples of irregular and defective comparison.
3. Classify the prefixes of Compound Verbs, according as they are separable or inseparable, and indicate by examples the usage in the case of Double Prefixes.
4. Give the leading uses of the genitive, illustrating by examples.
5. Enumerate the uses of the infinitive without *zu*.

II.

Translate into German:

1. He was of the opinion that we could not succeed, but that if we had followed his advice, all would have been well. However that may be, I should think you would do well to consult your friends. He sold his house that he might pay his debts. He will, I hope, be able to inform us, where our friends are spending their holidays. They will probably have returned to the city by to-morrow morning.
2. They will not venture to come alone without having first asked the way. We rely on obtaining a favourable answer from the minister. They will be very much annoyed at our coming so late. On hearing this I insisted on his coming in at once. I insist on his telling us why he went home instead of coming here.

3. Being a stranger, he will certainly lose his way. A man passing on the street told me where you lived. Knowing that he had much experience in such matters, I asked his advice. I cannot understand what you were thinking of, when you behaved with such indifference to your friend. He is afraid of death.

III.

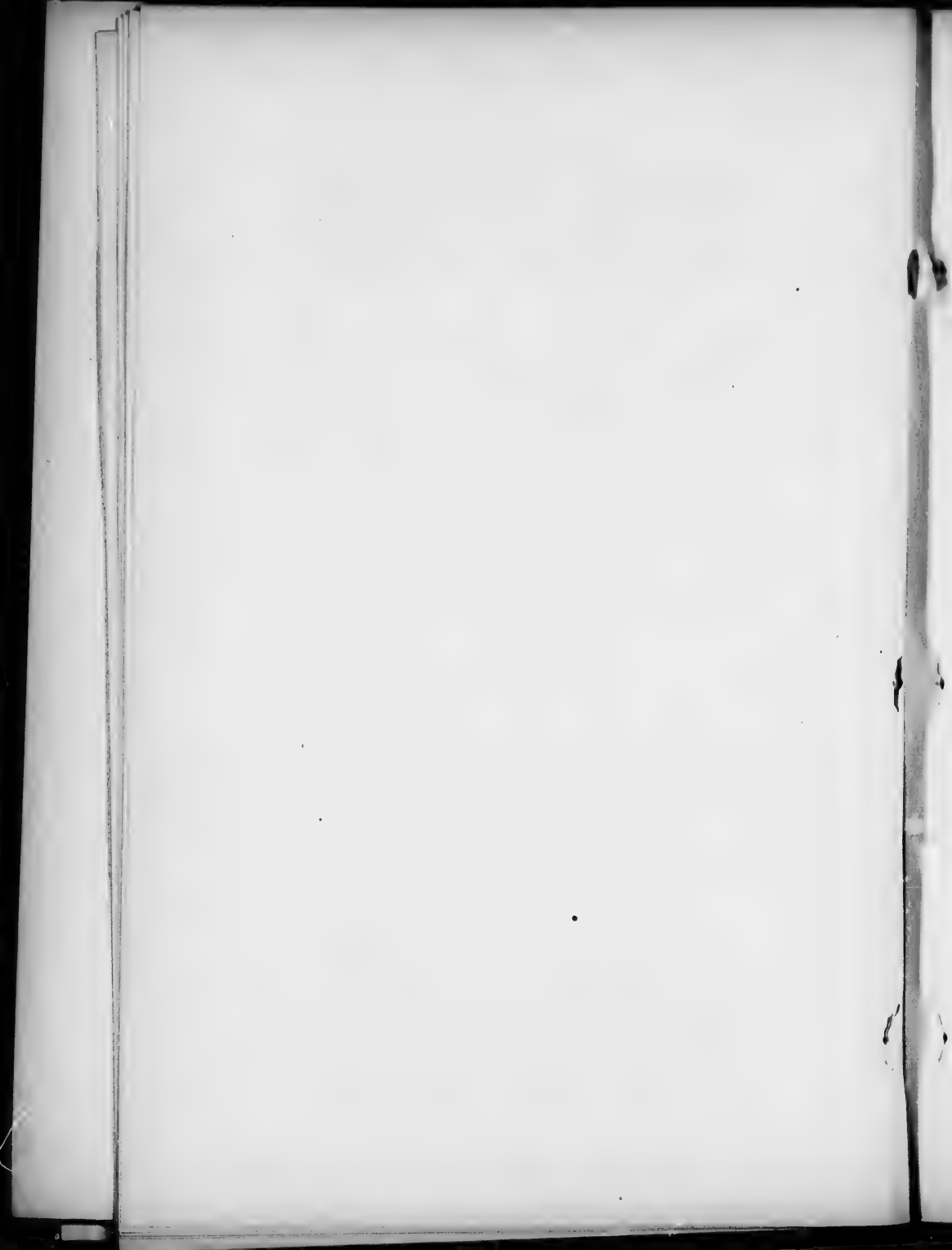
Translate into German :

(a) The king found in Munich only a forsaken palace, for the elector's treasures had been transported to Werfen. The magnificence of the building astonished him, and he asked the guide, who showed the apartments, who was the architect. "No other," replied he, "than the elector himself." "I wish," said the king, "I had this architect to send to Stockholm." "That," he was answered, "the architect will take care to prevent." When the arsenal was examined, they found nothing but carriages, stripped of their cannon. The latter had been so artfully concealed under the floor, that no traces of them remained, and but for the treachery of a workman, the deceit would not have been detected. "Rise up from the dead," said the king, "and come to judgment." The floor was pulled up and one hundred and forty pieces of cannon discovered, some of extraordinary calibre, which had been principally taken in the Palatinate and Bohemia. A treasure of thirty thousand gold ducats, concealed in one of the largest, completed the pleasure which the king received from this valuable acquisition.

(b) There is a twofold value in the study of poetry. First.—There is the good moral effect which it has on the student, by strengthening his principles, sharpening his sense of the good and the beautiful, and refining his nature. Secondly.—There is the educational discipline, inasmuch as poetry exhibits language in its most perfect and subtle forms, and improves the understanding by exercise. Accordingly, in a classical education, the poets are employed from the very first; being, indeed, the mediums through whom real familiarity with the ancient languages is ultimately (if ever) attained. Not the less should a reader;

anxious to have a liberal general knowledge of our own literature, pay attention to its poetry ; which, for depth of sentiment and feeling for nature, to say nothing of minor qualities, is the richest and grandest body of poetry in the world.

JAMES HANNAY.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

ITALIAN.

HONORS.

Examiner : WM. OLDRIGHT, M.A., M.D.

1. Translate :

Le donne, i cavalier, l'arme, gli amori,
Le cortesie, l'audaci imprese io canto,
Che furo al tempo, che passaro i Mori
D'Africa il mare, e in Francia nocquer tanto :
Seguendo l'ire, e i giovenil furori
D'Agramante lor re, che si die' vanto
Di vendicar la morte di Trojano
Sopra re Carlo, inperator Romano.

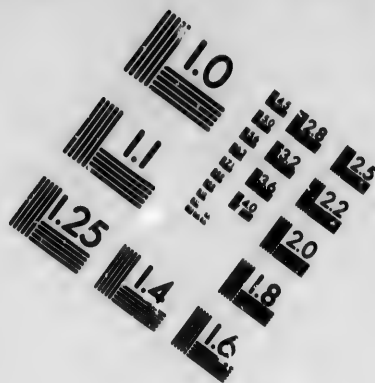
Dirò d'Orlando in un medesimo tratto
Cosa non detta in prosa mai nè in rima ;
Che per amor venne in furore, e matto,
D'uom, che sì saggio era stimato prima ;
Se da colei che tal quasi m'ha fatto,
Che 'l poco ingegno ad ora ad or mi lima,
Me ne sarà però tanto concesso,
Che mi basti a finir quanto ho promesso.

ARIOSTO, *Orlando Furioso*, Canto I., St. 1, 2.

2. Write notes on *furo*, *passaro*, *die'*, *giovenil*.
3. In what metre is the *Orlando Furioso* written ?
4. Translate :

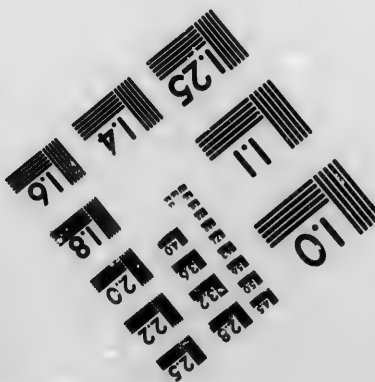
Così con volontà de la donzella
La dotta incantratrice il libro chiuse
Tutti gli spirti allora ne la cella
Spariro in fretta, ove eran l'ossa chiuse





Resolution test chart showing patterns of vertical and horizontal lines with numerical values ranging from 1.0 to 4.0.

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Qui Bradamante, poi che la favella
 Le fu concessa usar, la bocca schiuse,
 E domandò: Chi son li duo sì tristi,
 Che tra Ippolito e Alfonso abbiamo visti?

Veniano sospirando, e gli occhi bassi
 Parean tener, d'ogni baldanza privi;
 E gir lontan da loro io vedea i passi
 Dei frati sì, che ne pareano schivi.
 Parve ch' a tal domanda ei cangiassi
 La maga in viso, e fe' degli occhi rivi;
 E gridò: Ah sfortunati, a quanta pena
 Lungo instigar d' uomini rei vi mena!

Ibid, Canto III., St. 60, 61.

5. Write notes on *de la donzella, ne la cella, Spairi, l'ossa, poi che, li duo, visti.*

6. Rewrite the last of the above stanzas in modern Italian prose without making any unnecessary changes.

7. Translate:

OTT. (*Va raccogliendo da terra tutte le minute cose che trova*). Questo pezzo di carta sarà buono per involgervi qualche cosa... Questo spago servirà per legare un sacchetto. In questa casa tutto si lascia andar a male: se non fossi io che abbadassi a tutto, povero me!

TRA. (*Camminando forte con una sporta in mano*).

OTT. Va piano, va piano, bestia, che tu non rompa le uova.

TRA. Lasci, ch'io vada a fare il desinare, acciocchè non si consumi il fuoco.

OTT. Asinaccio! chi t'ha insegnato ad accendere il fuoco così per tempo? Io l'ho spento, ed ora lo tornerai ad accendere.

TRA. Sia maladetta l'avarizia!

OTT. Sì, sì, avarizia! se non avessi io un poco d'economia, non si mangerebbe come si fa. Vien qua, hai fatto buona spesa?

TRA. Ho girato tutta Bologna per aver le uova mezzo baiocco l'uno.

GOLDONI, *Il Vero Amico*, Att. I., Sc. 7.

8. *da terra.* Why is the article omitted? Give some similar sentences.

9. *involgervi.* Translate: To place (*metter*) there twenty-one eggs.

10. Translate .

(Dall' alto del prospetto, cava fuori la testa dalla tupperia, e dice : Oh ! vecchio maladetto ! guarda quant'oro !)

OTT. Queste doppie di Spagna son mal tagliate, ma sono di perfettissimo oro, e, quello che è da stimarsi, sono tutte di peso.

TRA. (Oh ! io le farò calare.)

OTT. Queste le ho avute in iscambio di tanto argento colato, portatomi di nascosto da certi galantuomini che vivono alla campagna, per risparmiare la pigione della casa. Oh ! è pur dura questa pigione ! Quando ho a pagar la pigione, mi vengono i sudori freddi. Quanto volentieri mi comprerei una casa ! Ma non ho cuore di spendere due mila scudi.

TRA. (Getta un piccolo sasso verso lo scrigno, e si nasconde.)

OTT. Oimè ! Che è questo ? Oimè ! Casca il tetto, precipita la casa ! Caro il mio scrigno ! Ah ! voglia il cielo che tu non resti sepolto sotto le rovine !

TRA. (Maladettissimo ! Ha più paura dello scrigno che della sua vita) (Starnuta, e si nasconde.)

OTT. Chi è là ? Chi va là ? Presto. Povero me ! Gente in camera ! sono assassinato. Ma qui non vi è nessuno ! La porta è serrata. Eh ! sono malinconie. Caro il mio oro.

TRA. Lascia stare, lascia stare (contraffacendo la voce forte.)

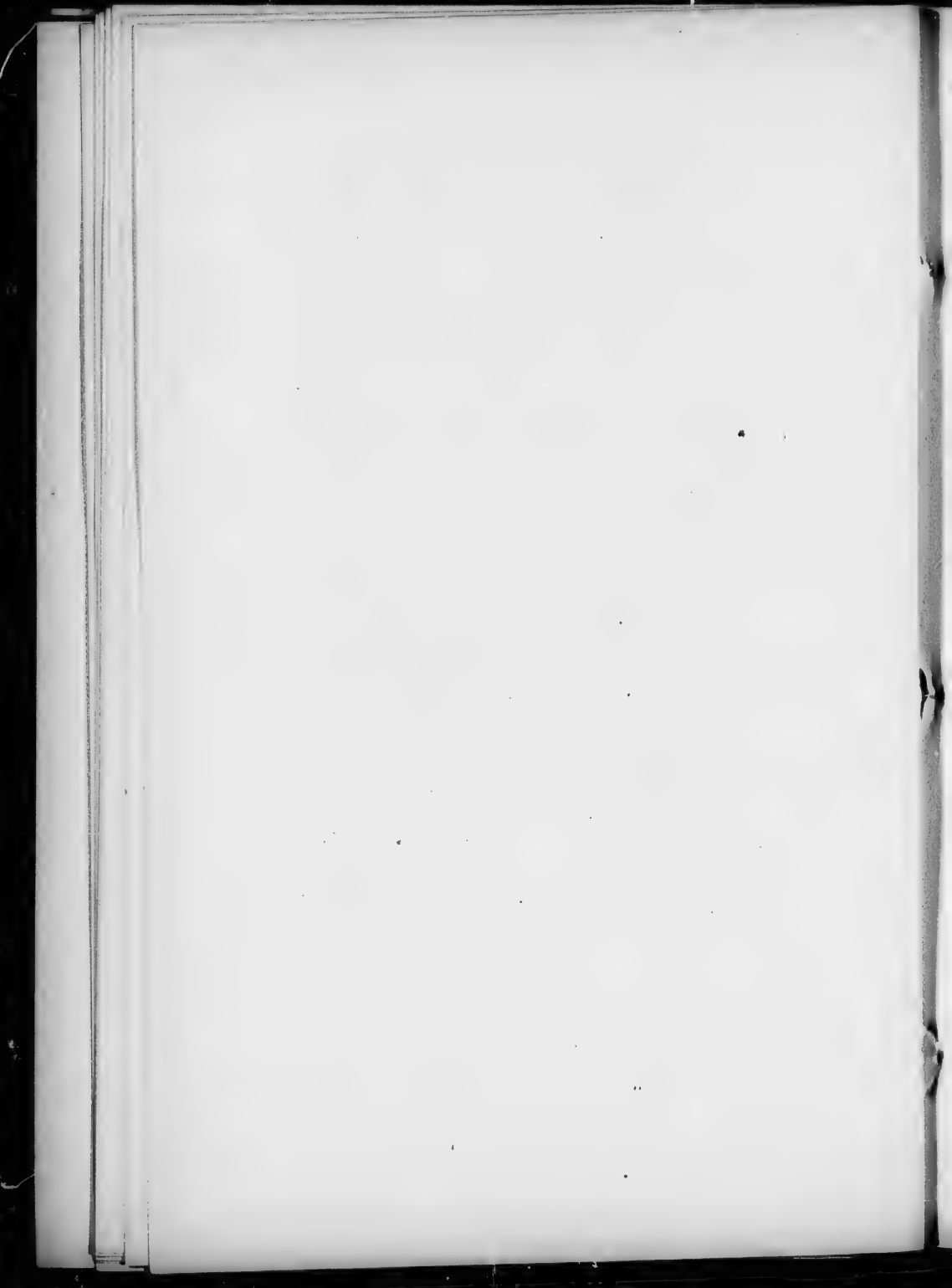
OTT. Chi parla ? Come ? Dove siete ?

TRA. Il diavolo. (Parte).

Ibid, Att. III, Sc. 2.

11. Parse the first line.

12. Write notes on *di peso, in iscambio, di nascosto, Caro il mio.*



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR

ITALIAN. HONORS.

Examiner: WM. OLDRIGHT, MA., M.D.

1. Translate:

Egli era così alto, che, per entrare dal grande arco nella galleria Vittorio Emanuele, fu costretto a piegarsi ed a camminare colle manaccie puntate sui femori poderosi, e solo nell'ottagono poté lasciare l'incomoda positura; ma nel rizzarsi, avendo preso male le misure, diè del testone nella cupola, e ruppe parecchie lastre di vetro, che gli caddero ai piedi con fracasso. Poco dopo si mosse ed uscì, come era entrato, da un arco laterale. Per le vie camminava spedito, ed in pochi passi fu ai vecchi portoni di Porta Nuova che scavalcò senza arrestarsi; quando giunse in piazza Cavour, seguito da una moltitudine a cui egli non badava, spinse uno sguardo enorme sopra i tetti della città di Milano, poi si chinò verso il gruppo di giovani acacie piantate dal Municipio per dar ombra alle generazioni future, ne prese una delicatamente, e se la infilò con garbo nell'occhiello del farsetto. ..

FARINA, *Il Signor Io.*

2. Compare all adjectives and adverbs in the above extract, giving regular as well as irregular forms, and taking care not to change gender or number.

3. *grande arco*, What are the peculiarities of *grande*?

4. Point out all diminutives and augmentative affixes in this extract ; mention the words which they modify, remarking on any change of gender that may have occurred.

5. In the first eight lines resolve the compounds of prepositions and articles into their component words.

6. Translate :

Mi sen.bra ingegnoso il suo metodo di pigliare un letterato oscuro e di metterlo con enfasi accanto ai più noti, per sentenziare che vale più di tutti quanti insieme, sebbene non valga gran che. Certo è ingegnossissimo quell' altro espediente di dissepellire un morto per accoppiare un vivo ; ma più di tutto, mi riempie di meraviglia la sicurezza con cui, dopo avermi circondato di rovine, egli per riposare il mio spirito sbigottito, tenta di condurlo con dolce violenza alla contemplazione estatica dell' *idea* del libro che scriverà un giorno.

Ibid.

7. Give the principal parts of all irregular verbs in the above extract.

8. *Giorno....giornata.* Compare their uses and significations.

9. *Condurlo.* When does the pronoun follow the verb ? What orthographical changes may then take place ?

10. Translate :

Non pretendiamo qui spiegare (*explain*) la supremazia oggi riconosciuta del popolo d'Inghilterra e di America, la quale forse mette le sue prime radici in certe qualità di razza, di clima, di temperamento, impossibili a valutarsi giustamente ; ma è naturale che in un'età come la presente, ove le moltitudini sentono ardentemente il bisogno (*need*) della libertà e della giustizia, primeggi (*be pre-eminent*) quel popolo presso cui le passioni non soverchiano (*overwhelm*) la ragione, e l'operosità (*activity*) è comandata dal dovere e non stimolata dall' orgoglio (*pride*.) Chi oserebbe ora negare che in questo risultamento non entri per molta parte quella certa combinazione di ricerca sperimentale e di ragionamento teorico, quel *good*

sense che regna negl'intelletti Anglo-Sassoni, più che presso ogni altra nazione dopo la riforma della filosofia e dopo la proclamazione del metodo sperimentale?

CARLO MATTEUCI, *Lezioni di Elettività*.

11. Translate :

Toronto, 16th May, 1891.

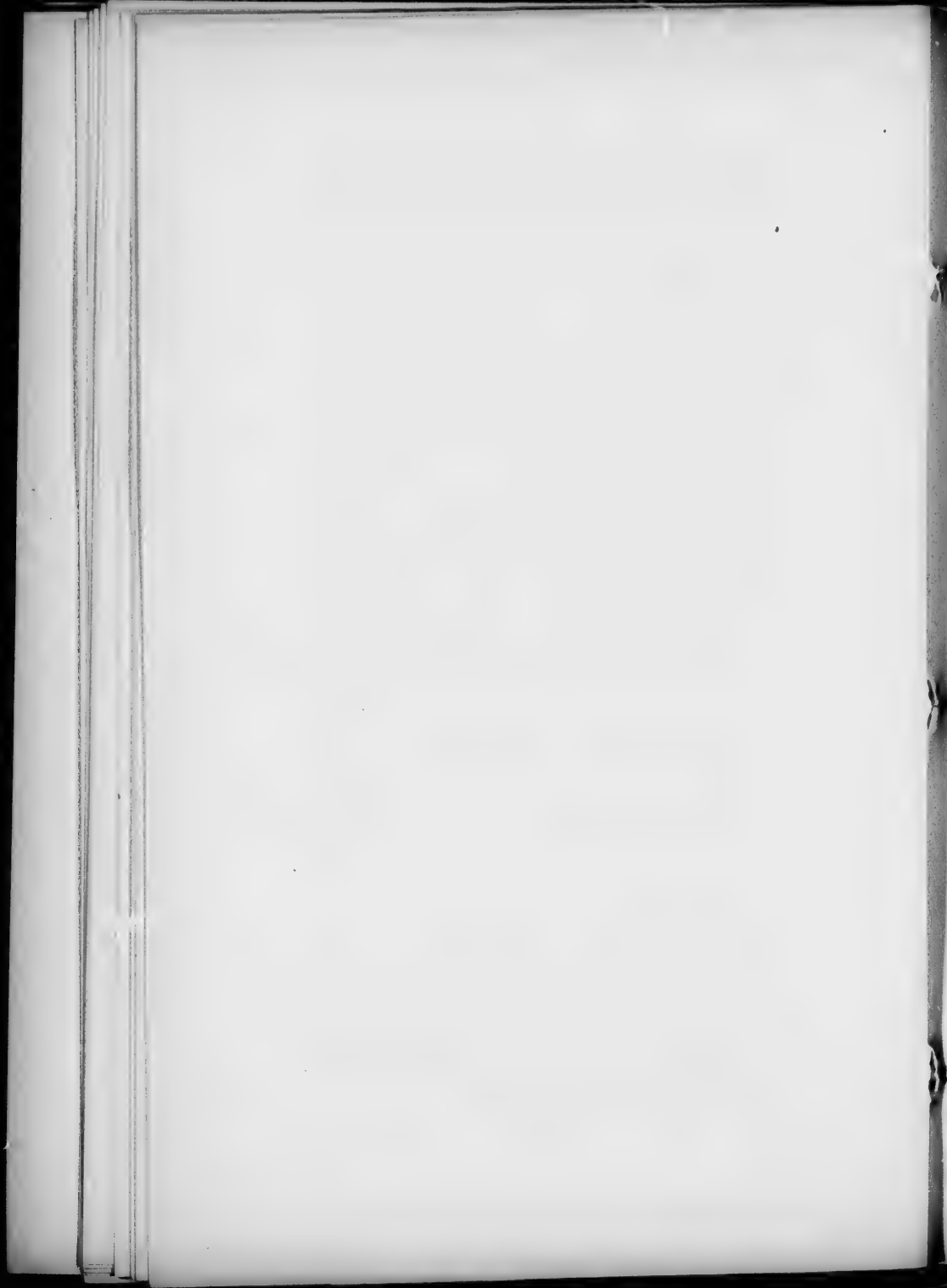
My very dear friend,

I called (*passare*) this morning at Mr. Thompson's and also at your house. I was sorry (*rincredersi*) at not finding you at home. When I passed through Paris I had the pleasure (*piacere*) of seeing your wife (*moglie*) also your brother and his wife. I thought your brother looked (*parere*) older than he is; he has all the appearance of a man of more than thirty years; and yet it is so few years ago that we were boys (*vagazzi*) together. When I called upon him he was in the garden (*giardino*) by himself. "There he is walking up and down (*passaggiare*)," said your wife, and I went to meet (*rincontrare*) him. He did not remember (*ricordare*) me, although he knew I was somebody he had known at school. When I told him I was called (*chiamare*) Kent, "Oh yes," said he, "the Duke;" the spontaneous (*spontaneo*) addition of the old time jocular (*di scherzo*) cognomen (*cognome*) made us both laugh. Your wife intended (*avere intenzione*) to leave Paris on the following Monday. I hope to be more fortunate on my return journey (*viaggio*) and to see you then. Meanwhile (*Intanto*) I am your sincere friend,

JOHN KENT.

12. Translate :

This year the examiner (*esaminatore*) has tried (*cercare*) to lessen (*far meno*) the difficulties (*difficoltà*) of the students of the second year by carefully selecting (*scegliere*) words (*parole*) with which they have probably (*probabilmente*) met, and by giving many Italian words. This he has done because they did not have Italian last year. The students of next (*venturo*) year must not take this for an example (*esempio*).



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

ITALIAN.

HONORS.

Examiner: W. H. FRASER, B.A.

1. Give in tabular form the endings of : (a) the pres. subj., 1st conjugation ; (b) the cond., 2nd conjugation ; (c) the impf. subj., 1st conjugation ; (d) the past def., 1st conjugation ; (e) the pres. subj., 2nd conjugation.

2. Translate into Italian, giving in each instance your reason for the position of the conjunctive pronoun object :

- (a) Introduce (2 pl.) her to them.
- (b) Seeing us, they began to run.
- (c) Look (2 sing.) at him ; do not look at him.
- (d) They have told it to us.
- (e) We have given it to her.
- (f) Do not (3 sing.) break the pen ; do not break it.
- (g) Give (3 plus.) some of it to us.
- (h) Say (2 sing.) it.
- (i) Here we are.
- (k) I can see thee.

3. Turn the following into the plural :

Il bello scaffale. Il bel quadro. Che bella pittura ! L'amico. Il vero amico. La grande città. Una ciliegia. Un gran medico. Buon uomo. Il mio lapis.

4. Write one example for each of the following, showing its correct use in a sentence: *L'uno e l'altro*, *niente*, *coloro*, *quelle* (pron.), *quale?* *le quali*, *cui*, *cotesto*, *sè*, *ci* (pronom. adv.)

5. Write examples to show how the hour of the day is expressed (including half hours, quarter hours and minutes, before and after the hour). Show also by examples how dates are expressed (including year, day of the month.)

6. Translate the following, remarking on the construction of the italicised portions:

(a) Quando il padrone comanda, *si ha da* obbedire.

(b) *È un mese ch'io son* ospite in casa vostra.

(c) *Avrò detto che ho d' andare* per una lettera che tratto di mio zio.

(d) Non so dove io *abbia* la testa.

(e) Ah lo *volesse* il cielo!

(f) Muto *restava*, mi cred'io, se quella non gli *rendea* la voce e la favella.

(g) Nè s'anco *stesse a te di* torre e darli, mi *parebbe* che 'l cambio *convenisse*.

(h) Io vado a parlare *col di lei* padre, e poi sarò da voi.

7. Give the comparative and superlative of *bene*, *piccolo*, *buono*, *male*, *bello*.

8. Show in tabular form the irregularities of *avere*, *cadere*, *fare*, *condurre*, *piacere*, *sciogliere*, *stare*, *volere*, *valere*.

II.

Translate into Italian:

1. (a) He would have a prize if he were studious, but he is very idle.

(b) I knew that gentleman in Paris when I was there with my father.

(c) Have you forgotten where I live? Yes, sir, because it is a very long time since I have had any news of you.

(d) On what ship have they embarked? On the "Columbus," I think.

(e) If I told him so, he would not believe me.

2. (a) In eighteen hundred and ninety-two there will be a great exhibition at Chicago.

(b) He is a most trusty friend. He is my most trusty friend.

(c) Give me those newspapers if you do not need them.

(d) Here they are, I have finished reading them, and I am going to take a walk.

(e) I am glad of that. The weather is very fine and you will enjoy yourself.

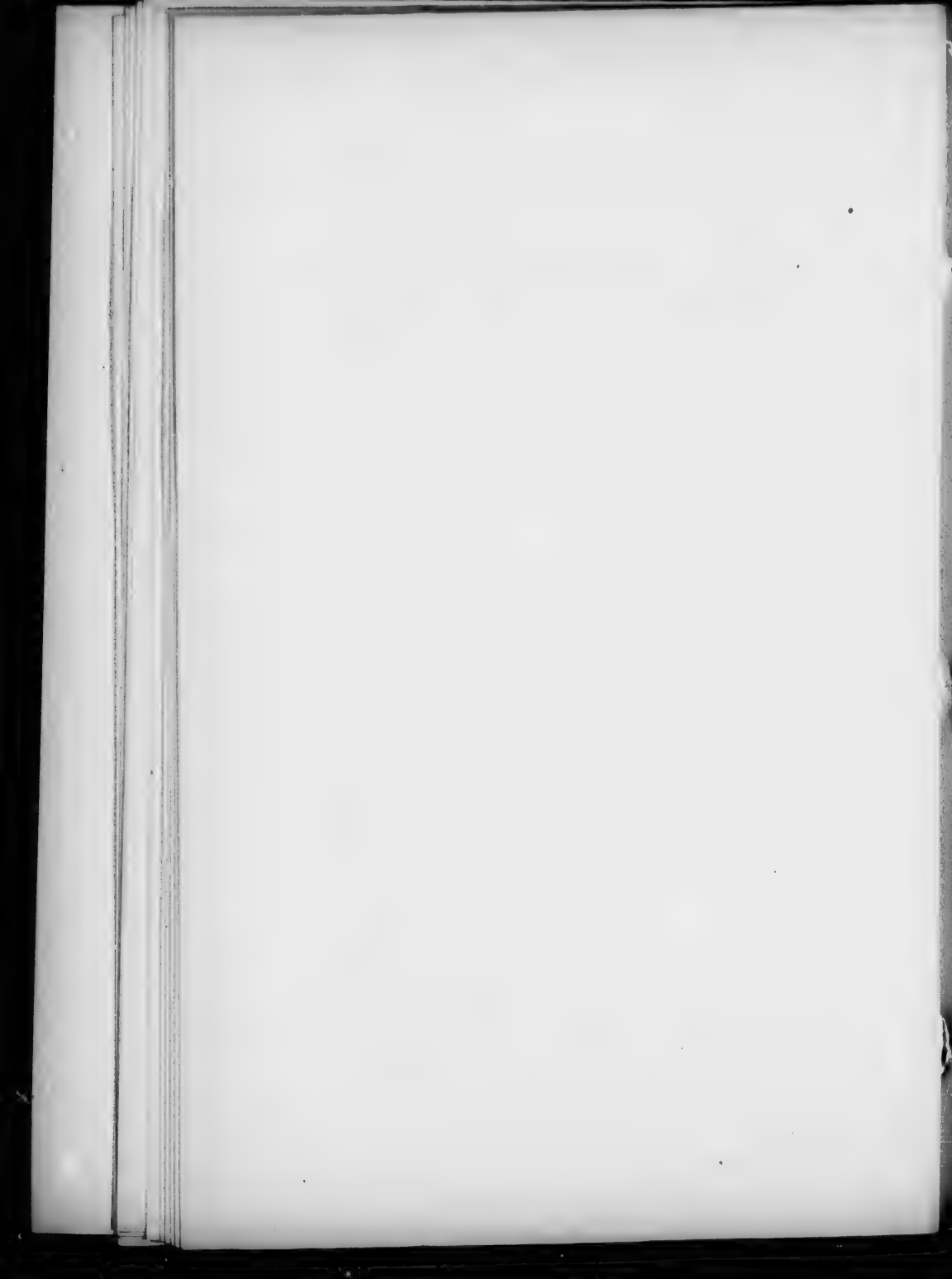
3. (a) Have the goodness to tell me what o'clock it is.

(b) I am afraid my master will not go away to-morrow.

(c) I have put out the fire, but I shall light it again (use *tornare*) at once.

(d) How much would you have given him for his horse if he had wanted to sell it ?

(e) It is better to go home now. Let us go.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND AND THIRD YEARS.

SPANISH.

HONORS.

Examiner: W. H. FRASER, B.A.

NOTE.—Candidates will not translate extract (a) in section I., but will answer all questions on text.

I.

(a) *La condesa.* (á la doncella.) Llama en seguida á Anselmo, que venga al momento.

Victorina. Es imposible, señora, ya va muy lejos.

La Cond. No importa vé á buscarle.

5 *Vict.* Pero, señora ¿cómo voy á hacerlo? Mire usted, ya vuelve.

La Cond. ¿Solo quizás?... ¡Qué miro! Viene con el otro.

10 ¡Qué es lo que he hecho! ¡Ah! Ya estoy arrepentida.

Oigo que suben.

Vict. (aparte.) ¿Quién será?... La señora no está satisfecha con nada. Continúa la tormenta; me voy ántes que empiecen los truenos.

1. á *Anselmo* (l. 2). Explain the construction, stating the general principles upon which its use depends.

2. *que venga* (l. 2). Why subjunctive?

3. *vé á buscarle* (l. 4). What verbs require *á* before a following infinitive? Examples.

4. *hacerlo* (l. 5). What is the antecedent of *-lo*?

5. *mire usted* (l. 5). Turn into the plural.

6. *lo que* (l. 9). Parse.

7. *será*? (l. 12). Why future?

8. *La Señora no está satisfecha con nada* (l. 12)
Turn this expression into the affirmative.

9. Show in tabular form the irregularities of *venga*,
oigo, *está*, *satisfecha*, *empiecen*.

Translate :

(b) *Anselmo*. (á su ama.) Señora, he revuelto toda
la casa, y no he podido encontrar más que esto.
(Saca de la funda el armazon de un paraguas
viejo y muy grande y le abre.)

5 *La Condesa*. (al Desconocido.) Ya ve V., cabal-
lero, que no le falta más que la tela. Creímos
que haría buen tiempo y no hemos pensado en
traer paraguas de Madrid.

Ans. Y además, será inútil dentro de pocos
10 minutos. La lluvia ha cesado, y cualquiera
diría que el sol va á salir.

La Cond. (corriendo hácia la ventana). ¿ Será
posible? Va á salir el sol. ¡ Qué alegría!
15 Hará buen tiempo y vendrán los amigos que
espero con tanta ansiedad. Anselmo, sube al
momento á la azotea y cada cinco minutos
baja á decirme cuál es el estado del cielo.

Ans. (Pues, señor, vamos arriba á desempeñar
las funciones del barómetro que se hizo
20 pedazos esta mañana.) (Vase.)

1. *revuelto* (l. 1). Write the present indic. in full.

2. *podido* (l. 2). Write the preterit def. in full.

3. *esto* (l. 2). What is the antecedent? Remark
on the gender.

4. *saca* (l. 3). Give the 1 sing. pres. subj. and the
1 sing. past def.

5. *creímos* (l. 6). Give the 3 sing. past def.

6. *traer* (l. 8). Write the past def. in full.

7. *diría* (l. 11). Write the past def. in full.

8. *hácia* (l. 12). Distinguish in meaning from
para con.

9. *sube* (l. 16), *baja* (l. 18). Turn into the negative.

10. *cada cinco minutos* (l. 17). Explain this agree-
ment.

Translate:

(c) *Desconocido*. ¿Vargas?

La Condesa. Sí, un bandido que ha sido el terror de este país, y que me ha hecho pasar noches terribles. Sólo con nombrarle me echo á temblar como una azogada.

Decon. (Voy á vengarme de tí.) En efecto, ahora recuerdo que ayer arrestaron á ese célebre banido y que hoy le he visto en el camino de hierro.

10 *La cond*. Gracias á Dios que nos vemos libres de ese hombre.

Descon. No tan libres como V. cree.

La cond. ¿Cómo! Pues ¿qué ha sucedido?

Descon. Hombre de una destreza y de una
15 fuerza increíbles, ha logrado romper los hierros que le aprisionaban; ha herido á cuatro guardias que le custodiaban, y echó á correr por esos campos sin que fuera posible darle alcance.

1. Give the plural of *terror*, *este*, *país*, *me*, *te*.

2. *me echo á temblar como una azogada* (l. 4). What is the literal meaning of *echar*? Explain *azogada*.

3. *recuerdo* (l. 7). Distinguish *recordar* and *acordarse*. Examples.

4. *camino de hierro* (l. 8). Give a Spanish equivalent expression.

5. *Gracias á Dios* (l. 10). Supply the ellipsis.

6. Write in full the pres. indic. of *hecho*, the past def. of *sido*, the pres. subj. of *voy*, the impf. indic. of *visto*, the pres. subj. of *herido*.

II.

Translate into Spanish:

1. (a) Let there be some one at the door. Let no one come in (*pasar*).

(b) When the sun goes down among clouds it is a sign that the following day will be overcast or stormy.

(c) What kind of weather is it going to be tomorrow? It will be very hot I am sure.

- (d) He who makes shoes is called a shoemaker ;
he who mends them is called a cobbler.
- (e) The train has just arrived and will not go out
again to-day.
- 2. (a) Let us take a walk around the Puerta del Sol.
Oh no ! Let us be off to Don Manuel's.
- (b) The house in which we used to live was much
larger than this one, and it opened on a large
and beautiful garden.
- (c) Many Spaniards breakfast at seven or eight
o'clock, lunch at half-past eleven or twelve,
and dine between six and seven in the evening.
- (d) If you were to help me to-day, I should help
you to-morrow.
- (e) We ought to learn something new every day.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND AND THIRD YEARS.

SPANISH.

HONORS.

Examiner : W. H. FRASER, B.A.

I.

1. Explain the use of the accent-mark in the following forms : *qué!, ése, útil, lástima, dámelo, sé, tendámente*, and explain why no accent-mark is needed in *verdades, hablamos, comen*.

2. Give the fem. plur. of each of the following : *cualquiera, peor, azul, andaluz, cortes, atroz, inglés, nacional, traidor, menor*.

3. Translate into Spanish :

- (a) She seems wiser than she is.
- (b) He is more of a child than I thought.
- (c) The year eighteen hundred and ninety-one.
- (d) He has given me more than half his money.
- (e) A good boy. Good boys.

4. Translate the following, using *usted* or its substitutes :

- (a) I tell you ladies, we shall have fine weather to-morrow.
- (b) Do you remember the 10th of May.
- (c) I shall come to see you (pleonastic constr.) and tell you the news.
- (d) An acquaintance of yours told me so.
- (e) My friends and yours will arrive here this afternoon.

5. Write one example for each of the following, illustrating its correct use in a sentence : *lo que, cuyas, cuáles, ajenos, eso, tan, allá, para, por, sino*.

6. When is the past participle variable? Examples.

7. Make a table of the endings of, (a) the conditional, (b) the past def. 1st conjugation, (c) the pres. subj. 3rd conjugation, (d) the impf. subj. 2nd conjugation, (e) the fut. subj. 3rd conjugation.

8. Translate the following, remarking upon the mood of italicized words :

(a) Me admiro que no lo *confieses* con franqueza.

(b) Tampoco fué él único que en su siglo *emprendiese* guerras religiosas.

(c) Yo *quisiera* que *vinieseis* esta noche á tomar el té con nosotros.

(d) Sería mejor que *leyeses* despacio.

(e) Si él *tuviese* dinero contante no pondría en venta su casa.

(f) A no ser yo el que lo pedí, no tendría inconveniente.

9. Give, (a) the various forms of the present stem, (b) of the preterite stem, (c) of the future stem of the following : *tener, huir, pedir, sentir, pensar*.

10. Translate into Spanish, giving in each case your reason for the position of the personal pronoun object :

(a) I am going to look for them.

(b) Let us go (*irse*). Let us not go.

(c) He leads them (*f.*) to them (*f.*).

(d) Having told you (2 sing.) so.

(e) Have the goodness to hand (*entregar*) me it.

II.

Translate into Spanish :

1. (a) The customs of Morocco are very different to those of Europe.

(b) I saw one hundred soldiers drawn up in the public square.

(c) The royal palace is larger than any of the houses in the city.

(d) Last night occurred a most shocking attempt against the king's life.

(e) They are in that room writing exercises ; their exercises to-day are more difficult than those of yesterday.

2. (a) If the children were to behave well at school, they would have a present.

(b) I need a pen, ink, and paper. Now I have what I want, and shall begin to write.

(c) What have you to do this afternoon? I have a great deal to do.

(d) Where is the house in which you used to live? It is in the second street to the right.

(e) How old is your little brother? He is about ten years old.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

ORIENTALS.

PASS.

Examiners: { J. M. HIRSCHFELDER.
 { J. F. McCURDY.

1. Translate Exod. ii. 5, 12:

וַתֵּרֶד בַּת־פָּרֹעַה לְרַחֵץ עַל־חֵיָאָר וַתַּעֲרֹתֶיהָ הַלְכָה עַל־יַד
חֵיָאָר וַתֵּרָא אֶת־הַתִּבְּיָה בְּחוּף הַסּוּף וַתְּשַׁלַּח אֶת־אֶמְתָּהּ
וַתִּקְחֶהּ: וַיִּפֶן כֹּה וְכֹה וַיֵּרָא כִּי אֵין אִישׁ וַיָּדָא אֶת
חֲמִצְרֵי וַיִּטְמְנֶהוּ בַחֹל:

2. בת (v. 5). Give the root. What is it a contraction
of? Translate: *my daughter, their
daughters.*

Parse וַתַּעֲרֹתֶיהָ v. 5, הַלְכָה v. 5, וַיִּפֶן v. 12, וַיָּדָא
v. 12.

וַיִּרְחֹץ v. 5. In what does this verb differ from the
verb וַיִּטְמַן to wash?

3. Translate Ruth ii. 11:

וַיַּעַן בִּעְזָא וַיֹּאמֶר לָהּ הֲדָר הָדָר לִי כֹל אֲשֶׁר עָשִׂית אֶת־
חַמּוּתָהּ אַחֲרַי מוֹת אִישׁוֹ וַתַּעֲזָבֵי אֲבִיָּה וְאִמָּהּ וְאֶרֶץ
מִלְכָּתָהּ וַתֵּלֶכְי אַל־עָם אֲשֶׁר לֹא־יְדָעָתָהּ מִדְּמוּל שְׁלָשָׁם:

4. **הַהֵד הַהֵד**. Parse, and explain this construction.

אָבִיו. a. Give the constr. sing., and absol. plural.

Translate : *his father, your fathers.*

b. Give the other nouns which form the constr. sing. like this noun.

וְאַמָּה וְאָרֶץ Point out the tonesyllable in these words. Give your reason.

5. Translate 1 Kings v. 9, 10 :

וַיֵּתֶן אֱלֹהִים חֲכָמָה לְשֹׁלֹמֹה הָרֹבָה מְאֹד וְרוּחַב לֵב
כְּחֹל אֲשֶׁר עַל-שֵׁפֶת הַיָּם : וַתֵּרֶב חֲכָמַת שְׁלֹמֹה מִחֲכָמַת
כָּל-בְּנֵי-קָדָם וּמִכָּל חֲכָמַת מִצְרַיִם :

6. **לֵב רָם** Decline the 1st noun in the singular, and the 2nd in the plural.

Parse **וַתֵּרֶב**, and inflect the uncontracted form.

7. Translate 2 Kings xviii. 19, 20 :

וַיֹּאמֶר אֶלְהָב רַב־שָׁקָה אֶמְרוּ-נָא אֶל חֲזַקְיָהוּ בֶן-אֲמֵר
הַמֶּלֶךְ הַגָּדוֹל מֶלֶךְ אַשּׁוּר מִה הִבְטַחְתָּן הִנֵּה אֲשֶׁר
בְּטַחְתָּ : אֲמַרְתָּ אֶף-דָּבַר שְׁפֹתַיִם עָצָה וּגְבוּרָה לְמַלְחָמָה
עָתָה עַל-מִי בְטַחְתָּ פִי מִרְדֵּת בִּי :

8. **וַיֹּאמֶר** Give other verbs **פָּא** which form the future like this verb. What was the date of this speech, and the historical situation ? What were the Rabshakeh's chief argument ?

9. Translate Isa. ii. 8, 9 :

וַתִּמְלֹא אֶרֶצוֹ אֱלִילִים לְמַעַשָּׂה יָדָיו וַשְׁתַּחֲוֶי לְאֲשֶׁר
עָשׂוּ אֲצַבְעוֹתָיו : וַיֵּשֶׁח אֹדָם וַיִּשְׁפֹּל-אִישׁ וְאֶל-תֵּשָׁא
לָהֶם :

10. Parse **וַיֵּשֶׁח**, **וַיִּשְׁפֹּל**, **וַיִּתְחַו**. Explain the formation of the last named word.

11. Translate Psalm viii. 3, 5 :

מִפִּי עֹלָלִים יִסְדָּתָה עַז לְמַעַן צוּרְרֶיהָ לְחַשְׁבִּית
אֹיִב וּמִתְנַקֵּם : מִה אֱנוֹשׁ בִּרְתִּיצוּרָיו וּבִרְאֵי אֹדָם בִּי
תִּפְקְדֵנִי :

12. מִפִּי עֹז . Give the root of the second noun. Translate *his mouth, my strength*.

אָכֻז . In what does it differ in its use from אָרֶשׁ !

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

ORIENTALS.

HONORS.

Examiners: { J. M. HIRSCHFELDER.
 { J. F. MCCURDY.

HEBREW SYNTAX AND COMPOSITION.

1. What is the true theory of the origin and syntactical history of the relative אשר? Illustrate this from the present uses of the word. How may the relative idea be expressed otherwise than by employing אשר?

2. Translate into Hebrew:

When a young man gets married it is his custom to invite his friends to a feast. Any one who is not there at such a time after being invited is not considered (חשב) a friend.

3. What various ideas may be expressed by apposition in Hebrew?

4. Translate into Hebrew:

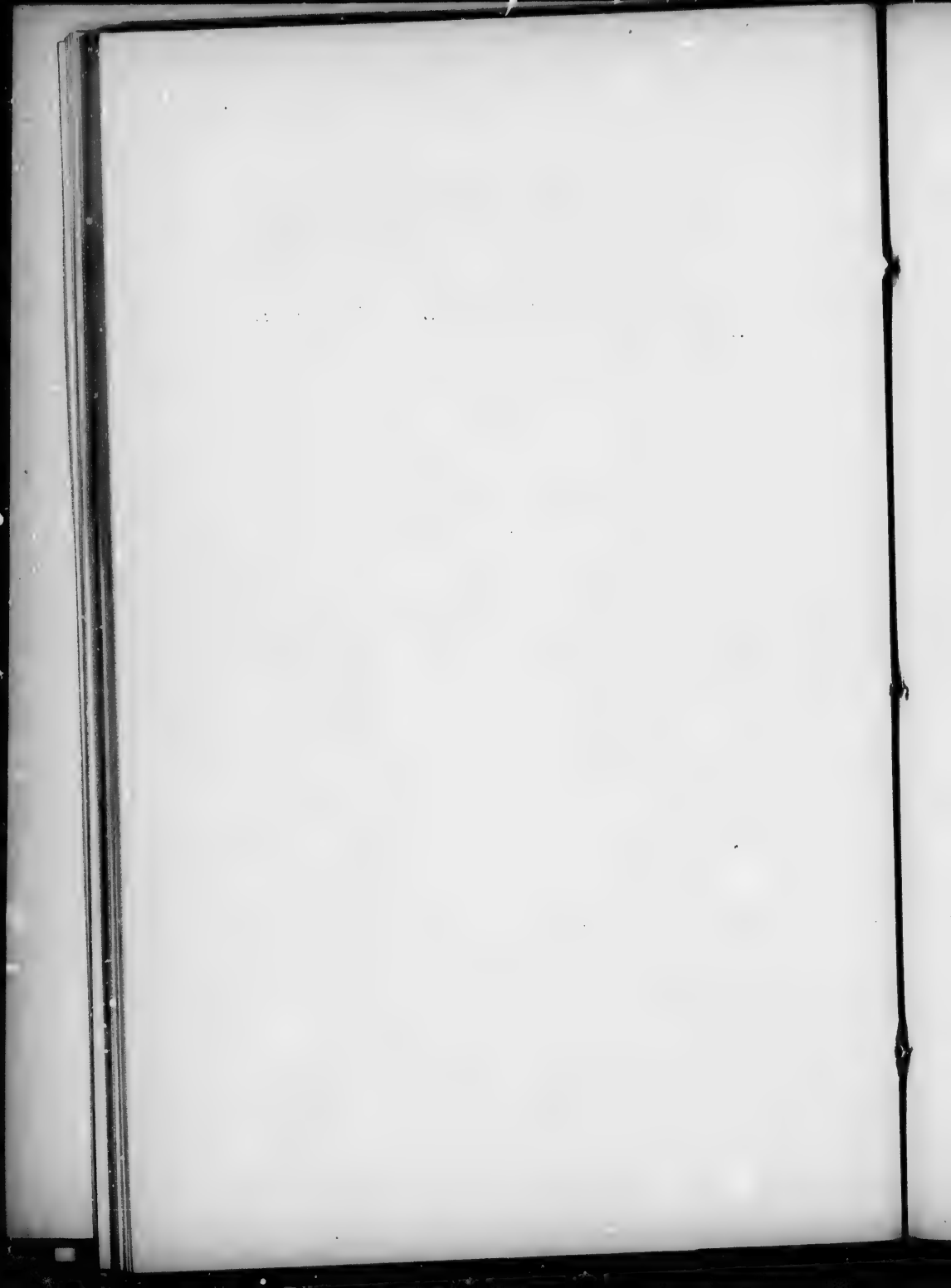
It is a great plague upon [any] land when hail or heavy rain falls upon the standing crops. Such a plague was sent upon the land of Egypt in the old days, and all the people of that land, and the sons and daughters of the king himself, rose up and said to him. "Intercede for us, that this evil be removed from us."

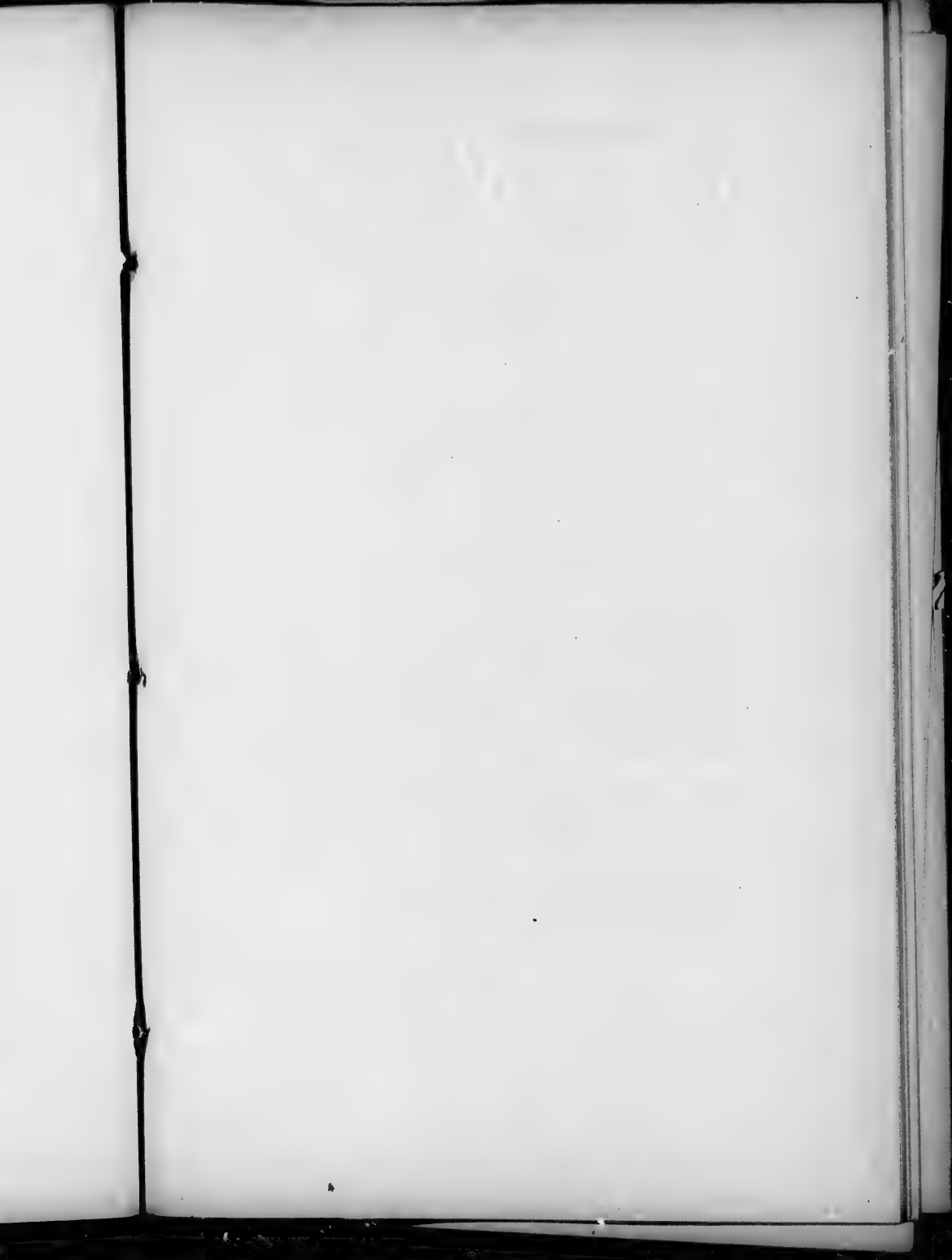
5. Give proofs from any constructions known to you that the adjective in Hebrew was properly an abstract noun. In what ways may our superlative degree be expressed in Hebrew?

6. Translate :

It was said that all the deputation (= the sent), from the oldest of them to the youngest of them, were eloquent men; but it became known from their speaking that ten of them were in truth mere chatterers (men of lips).

7. Give a summary of the various uses of the Perfect tense in Hebrew.





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ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

ORIENTALS.

HONORS.

(ARAMAIC.)

Examiners : { J. M. HIRSCHFELDER.
 { J. F. McCURDY.

I.

WEST ARAMAIC.

1. Translate :

“וואמר יי יחזון נחורין ברקיעא דשמיא לאפרשא בין
קמאא ובין ליליא ויחזון לאתין ולזמנין ולממני בחון
זמין ושנין : ” ויחזון לנחורין ברקיעא דשמיא לאנקרא
על ארעא והוה כן : ” ועבד יי ית תרין נחוריא
רבבביא ית נחורא רבא למשלט ביממא וית נחורא
זעירא למשלט בליליא וית בוקביא :

Onkelos, Gen. i. 14-16.

2. Parse the words marked *. Compare them with the corresponding forms in Hebrew, explaining phonetic changes in the consonants when it is necessary.

3. Translate :

וְעָנָה חוּה סֵלֶךְ מִן אֶרֶץ וְאַשְׁקִי יֵת כָּל אֲשֵׁי אֲדָמָתָא:
 וְיָבְרָא יי אֱלֹהִים יֵת אָדָם עֲפָרָא מִן אֲדָמָתָא וְקָפָח
 בְּאֶפְסוּחֵי נִשְׁמָתָא דְחַיִּי וְהוּת בְּאָדָם לְרוּחַ מְמַלְלָא:
 וְקָצִיב יי אֱלֹהִים בְּנִתָּא בַּעֲדָן מִלְּקַדְמִין וְאַשְׁרֵי חֲמִין
 יֵת אָדָם דִּי בְרָא: וְאַצְמַח יי אֱלֹהִים מִן אֶרֶץ כָּל אֵילָן
 דְּמִרְגָּב לְמַחְזִי וְטָב לְמִיכָל וְאֵילָן חַיָּא בְּמַצִּיעוּת גִּנְחָא
 וְאֵילָן דְּאֶקְלִי פִירוּחֵי חֲקֻמִּין בִּין טָב לְבִישׁ:

Onkelos, Gen. ii. 6-9.

4. Is the construction of the verbs in v. 6 the exact equivalent of the Hebrew? Explain the use of the last word in v. 7 as representing the original term.

5. Parse אֶפְסוּחֵי (v. 7) and explain the origin of the suffix as compared with the corresponding Hebrew. Account for the form מִיכָל (v. 9). Cite a similar form of like origin.

6. Mention the chief vowel and consonantal changes exemplified in words of the same origin as they appear in Hebrew and Aramaic.

II.

EAST ARAMAIC.

1. Translate :

¹⁰wak'rā 'Alāhā l'yabbistā 'ar'ā wal'kensā d'māyā k rā
 yam'mē wah'zā 'Alāhā d'sappīr. ¹¹We'mar 'Alāhā tappek(y)
 'ar'ā tad'ā 'esbā d'mezd'ra' zar'ā l'genseh. Gen. i. 10, 11.

2. Parse 'appek(y) (v. 11). Is there any justification for the final *y* in the present text? Parse *mez'ra'* (v. 11), and explain the form. Inflect the Perfects *k'rā* (v. 10), and *'emar* (v. 11).

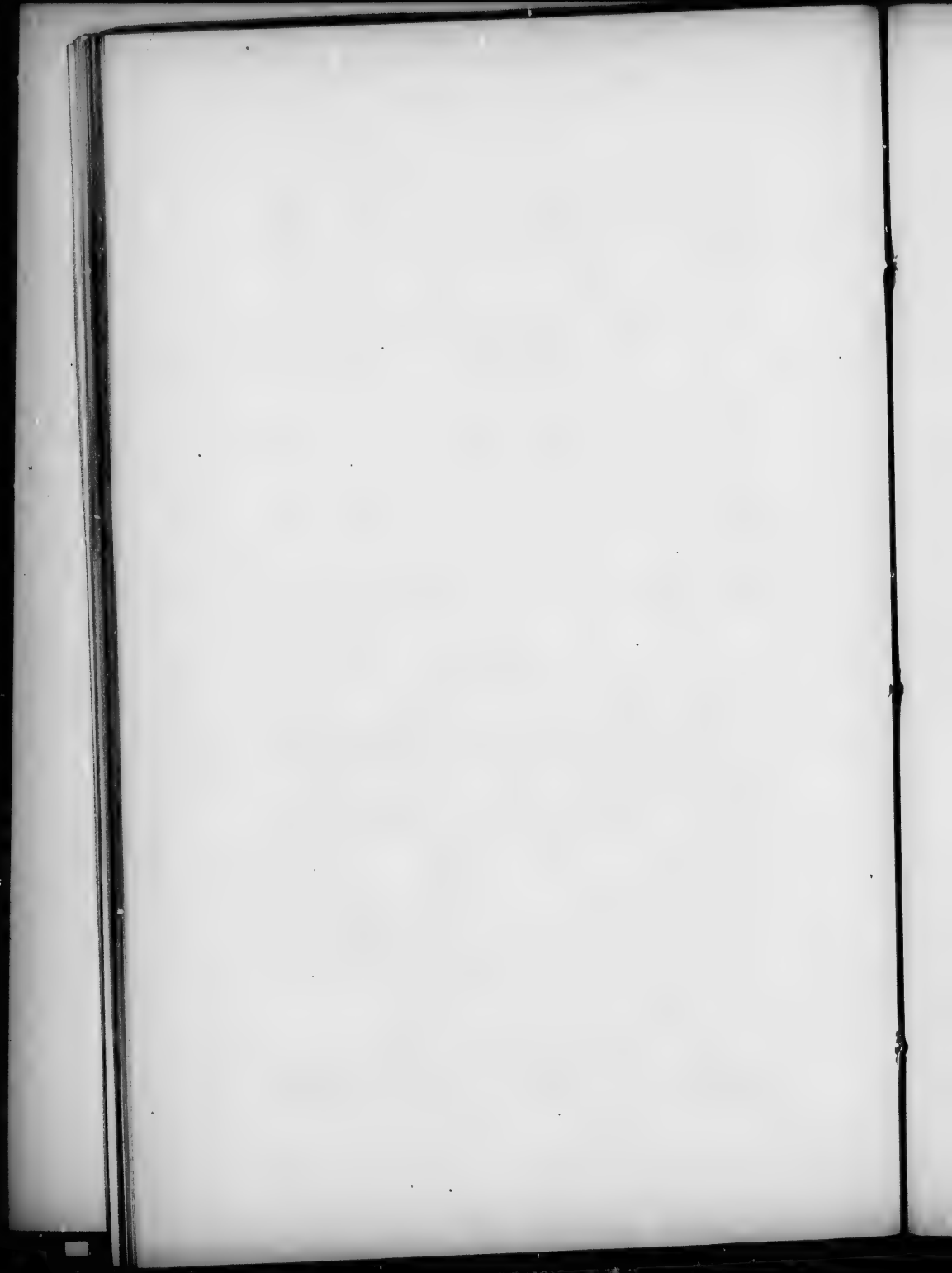
3. Turn the above passage into Targumic and Hebrew.

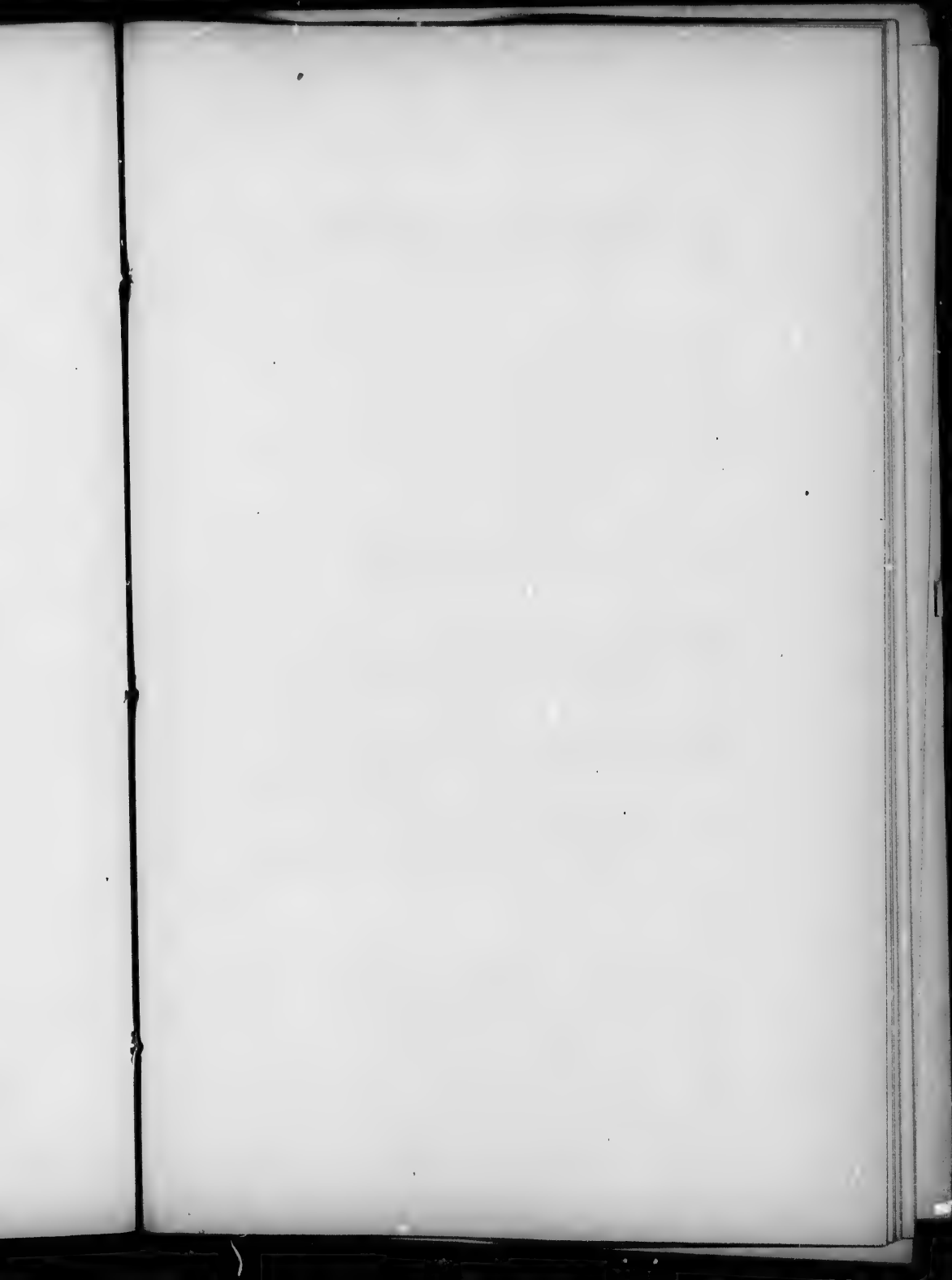
4. Translate :

p'raw was'gaw wam'law 'ar'ā w'kubsūh was'latw b'nūnay
 yammā wab'pārah'tā das'māyā. (Gen. i. 28.)

5. Inflect the imperatives in the above passage.

6. What are the principle differences between East and West Aramaic in the noun and verb forms and their inflections?





University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

ORIENTALS.

HONORS.

(TEXTS AND GRAMMAR.)

Examiners: { J. M. HIRSCHFELDER.
J. F. McCURDY.

1. Translate :

וַיִּשְׁלַח פָּרְעֹה וַיִּקְרָא לְמֹשֶׁה וּלְאַהֲרֹן וַיֹּאמֶר אֲלֵהֶם חֲטָאתִי
הַפַּעַם יִהְיֶה הַצִּדִּיק וְאֲנִי וְעַמִּי הָרָשָׁעִים : הִתְיָוִינוּ אֵל
יְהוָה וְרַב מִחַיִּית קָלֹת אֱלֹהִים וּבָרַךְ נֶאֱשַׁלְחָה אֹתָכֶם
וְלֹא תִסְפֹּן לַעֲמֹד : וַיֹּאמֶר אֵלָיו מֹשֶׁה בְּצִאֲתִי אֶת־הָעִיר
אֶפְרָשׁ אֶת בְּפִי אֵל יְהוָה הַקְּלוֹת יְהוֹדְלוֹן וְהַבְּרֹד לֹא
יִחִית עוֹד לְמַעַן תִּדְרַע כִּי לִיהוָה הָאָרֶץ :

Exodus ix. 27-29.

2 Write in order with the vowels the words above left unpointed. Parse the words marked * ; and give the construction of each in the present connection.

3. Translate :

"וַיֹּאמֶר בִּלְעָם לְבָלֶק הַתִּיבָּעַב עַל עֲלֹתָהּ וְאֵלֶכָה אוֹלִי
יִקְרָה יְהוָה לִקְרָאתִי וְדַבֵּר מִחֲדִירָאֲגִי וְהַפְדֵּתִי לָהּ וַיֵּלֶךְ
שָׂפִי : 'וַיִּקְרַ אֱלֹהִים אֵל בִּלְעָם וַיֹּאמֶר אֵלָיו אֵת שְׁבַעַת
הַמִּזְבְּחֹת עָרַכְתָּי וְאָעֵל פֶּה וְאֵל בְּמִזְבַּח : 'וַיִּשֶׁם יְהוָה
דָּבָר בְּפִי בִלְעָם וַיֹּאמֶר שׁוּב אֵל בָּלֶק וְכֹה תִדְבֹר :
'וַיָּשָׁב אֵלָיו וְהִנֵּה נָצַב עַל־עֲלֹתוֹ הוּא וְכָל שְׁרָרֵי מוֹאָב :

Numb. xxiii. 3-6.

4. Explain the changes produced in any forms in the above extract through the influence of the pause, and also through the employment of Waw Consecutive. Distinguish between the use of **התיצב** (v. 3) and **נצב** (v. 6). Inflect the Imperfect and Imperative of **נלך**.

5. Translate :

וַיֹּאמֶר אֵלָיו שְׁמֹן אֵב יֶאֱכָרְךָ בְּשִׁבְעָה יְתָרִים לַחִים
אֲשֶׁר לֹא חָרְבוּ וְחִלִּיתִי וְהִיוֹתִי כְּאַחַד הָאָדָם : וַיַּעֲלֵה
לֵה סִנְי פִלְשְׁתִּים שִׁבְעָה יְתָרִים לַחִים אֲשֶׁר לֹא חָרְבוּ
וְחִאסְרָהוּ בָהֶם : וְהָאֶהָב יָשָׁב לֵה בְּחֶקֶר רַתְאֹמֶר אֱלִי
פִלְשְׁתִּים עַל־כֵּן שְׁמֹן וַיִּנְתֵּק אֶת־הֵיתָרִים כַּאֲשֶׁר יִתֵּן
פֶת־לִי־הַנְּעֻלָּה בְּהִרְיָחוֹ אֵשׁ וְלֹא נִדָּע בָּהּ :

Jud. xvi. 7-9.

6. Explain the use of the tenses in v. 9. Parse **בהריחו** and express the same sense, putting the verb in a finite construction. Inflect the Perf. and Imperf. of **חלה**. Decline the nouns of Class I. occurring in the above verses.

7. Translate :

וַיִּכְרֹת יְהוֹנָתָן וְדוֹד בְּרִית בְּאַהֲבָתוֹ אִתּוֹ כִּנְפֹשׁ :
'וַיִּתְּפֹשֶׁט יְהוֹנָתָן אֶת הַמָּעִיל אֲשֶׁר עָלָיו וַיִּתְּנָהוּ לְדוֹד
וַיִּמְדּוּ וְעַד חָרְבוּ וְעַד גָּשְׁתָּהּ וְעַד חָגָר : וַיֵּצֵא דוֹד בְּכָל
אֲשֶׁר יִשְׁלַחֵנּוּ שְׂאוֹל וְשָׂכִיל וַיְשִׁימָהוּ שְׂאוֹל אֲנָשִׁי
הַמִּלְחָמָה וַיֵּיטֵב בְּעֵינָיו כָּל־הָעָם וְגַם בְּעֵינָי עֲבָדָי שְׂאוֹל :

Sam. xviii. 3-5.

8. Parse **באהבתו** (v. 3). Mention other verbs which adopt a similar form in the like constructions. Give the derivation of the proper names occurring in these verses.

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University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

ORIENTALS.

HONORS.

LITERATURE AND ANTIQUITIES.

Examiners: { J. M. HIRSCHFELDER.
J. F. MCCURDY.

1. What systems of writing were prevalent among the ancient Semites? Give a brief sketch of the history of each, as far as it can be made out.

2. Give a classification of the Aramaic dialects. What was the character of the influence exerted by the Aramaeans in history and also in literature? How did Aramaic come to supplant Hebrew as a spoken language?

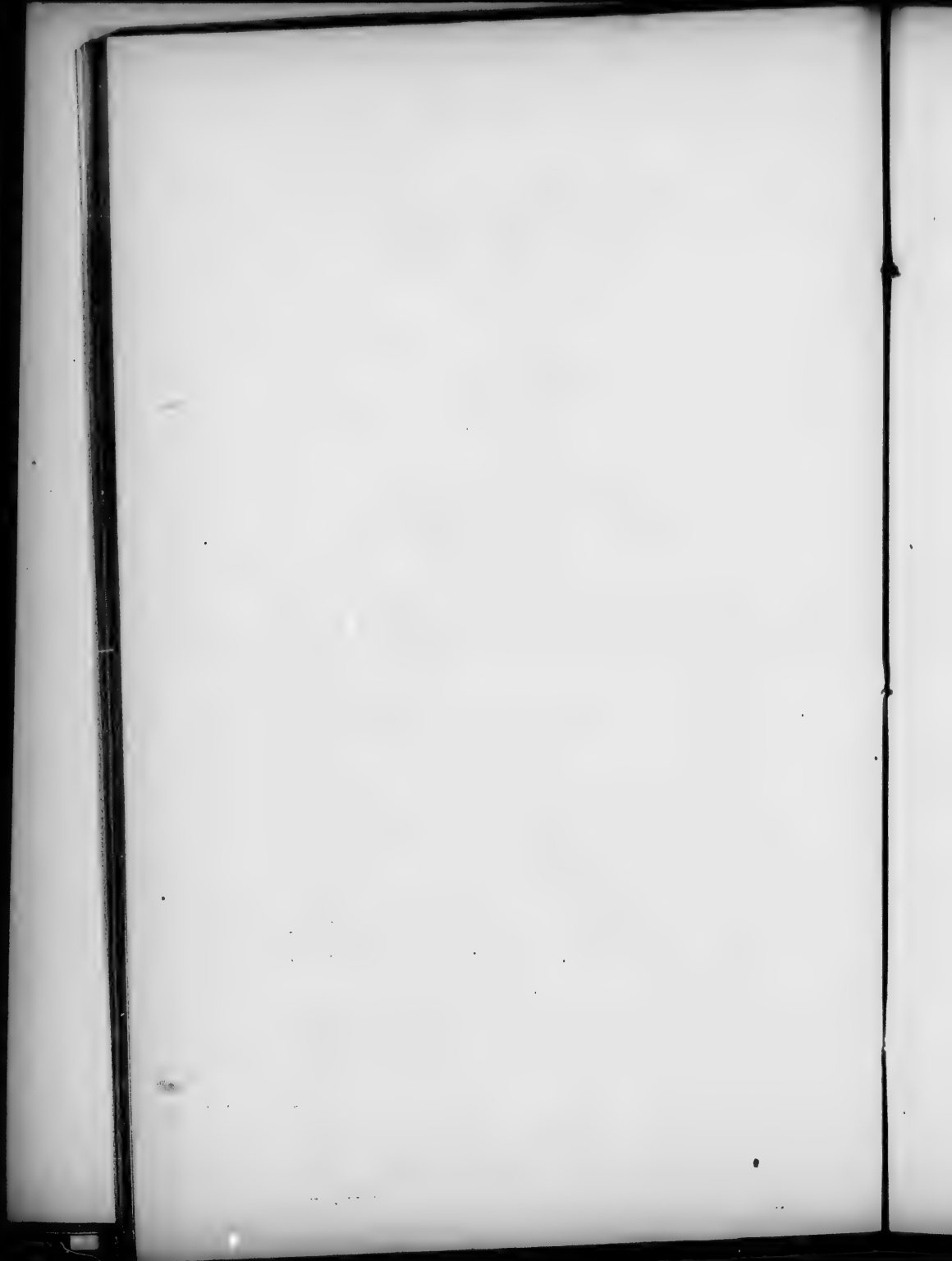
3. Through what principal changes has the Hebrew text of the Old Testament passed?

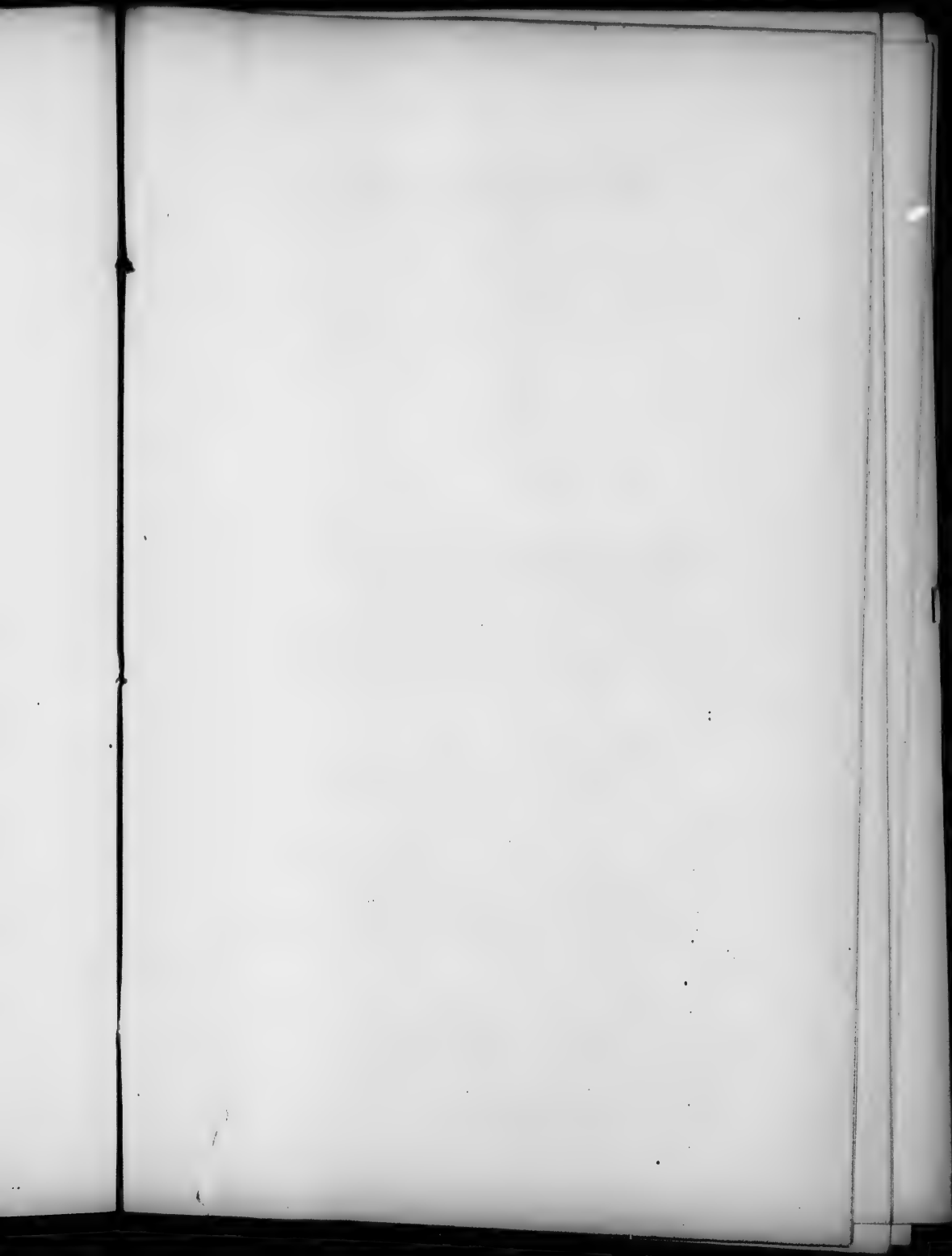
4. Name the divisions of the Hebrew Bible, the books included in each, and the principles followed in the classification.

5. What were the oldest forms of literary composition among the Hebrews? Cite specimens. What institutions preceded and conditioned historical composition, properly so called?

6. What is the chief motive of the Book of Kings? Trace the general connection between History and Prophecy in the Old Testament. How were both determined by the relations of Judah and Israel to other nations?

7. What were the principal stations of the Israelites between Goshen and Sinai? What countries and rivers were traversed by them between Mount Hor and their most northerly march east of the Jordan? What were some of the literary results of each of these journeys?





University of Toronto.

ST. MICHAEL'S COLLEGE.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

LOGIC.

Examiner: REV. P. S. DOWDALL, D.D.

1. Logic is the science of the laws of thought.
Logic is the art and science of reasoning.
Logic is the art of thinking.
Criticize these three Definitions.
2. What have you to remark about the Principles of Identity being enunciated by the proposition A is A ?
3. Is the Principle of Causality equally well stated by:
 - (a) Every event has a cause ;
 - (b) Every effect has a cause ;
 - (c) Nothing exists without a sufficient reason ?
4. Formulate the laws governing a sound logical Division.
5. Taking the Proposition: *Oysters are nutritious*, illustrate by modifications of it, Contrary, Contradictory, Subaltern, and Sub-contrary opposition.
7. Show that to reach a valid conclusion, the middle term must be distributed at least once in the premises.
8. Of what form and quantity is the conclusion drawn from premises, one of which is affirmative, and the other negative, according as both premises are universal, particular, or singular Propositions ?
9. How is the Figure of a Syllogism determined ? Give an example of each figure.

10. What laws must be observed to guarantee the validity of a Disjunctive Hypothetical Syllogism ?

11. Sight, hearing, smell, touch and taste are sometimes for us an occasion of error.

Examine in what this Syllogism is anomalous, the regular Deductive Syllogism being the standard. On what principle has it a logical value ?

12. Give examples of the fallacies of Composition, Division, and Begging the Question.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

LOGIC.

PASS.

Examiner: THOS. H. MITCHELL, B.A.

1. What is the relation of Induction to Deduction? Distinguish the three acts of mind called Simple Apprehension, Judgment, and Reasoning.

2. What do you understand by the Laws of Universal Causation, and of the Uniformity of Nature? As to the origin of the belief in these Laws, what different views are held by two rival schools of psychologists?

3. Estimate the relative values of Observation and Experiment for purposes of inductive research.

4. Does the following theory satisfy the conditions of a genuinely scientific hypothesis:

"Falling bodies are dragged to the earth by the action of invisible spirits."

5. Give a brief exposition of the method of agreement, indicating its imperfections and its chief value.

6. What do you mean by the distribution of a term? Assuming the falsity of the respective propositions A, E, I, O, what may you affirm in each case as to the truth, falsity, or doubtfulness of the remaining three?

7. Define Inference and Conversion. Indicate four processes by which conversion may be brought about, and give an example to illustrate each method.

8. Indicate the four important moods of the second figure, and state the reason why this figure can give only negative conclusions.

9. Throw the following argument into syllogistic form. Give the contradictory of the major premise, and the converse of its contradictory :

The world had a beginning. It must therefore have had a cause, for everything that begins to be must have a cause.

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University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

LOGIC.

HONORS.

Examiner : J. McD. DUNCAN, B.A.

1. (a) Give Mill's definition of Logic, and state his objections against definitions with which he contrasts his own.

(b) What objects are served by Classification and Division?

2. (a) Classify connctative and non-connotative names.

(b) Explain the connotation of privative and of relative names.

3. (a) Discuss fully the import of propositions.

(b) Should a doctrine of the categories precede or follow a doctrine of the import of propositions?

4. Examine Mill's view as to the universal type of reasoning.

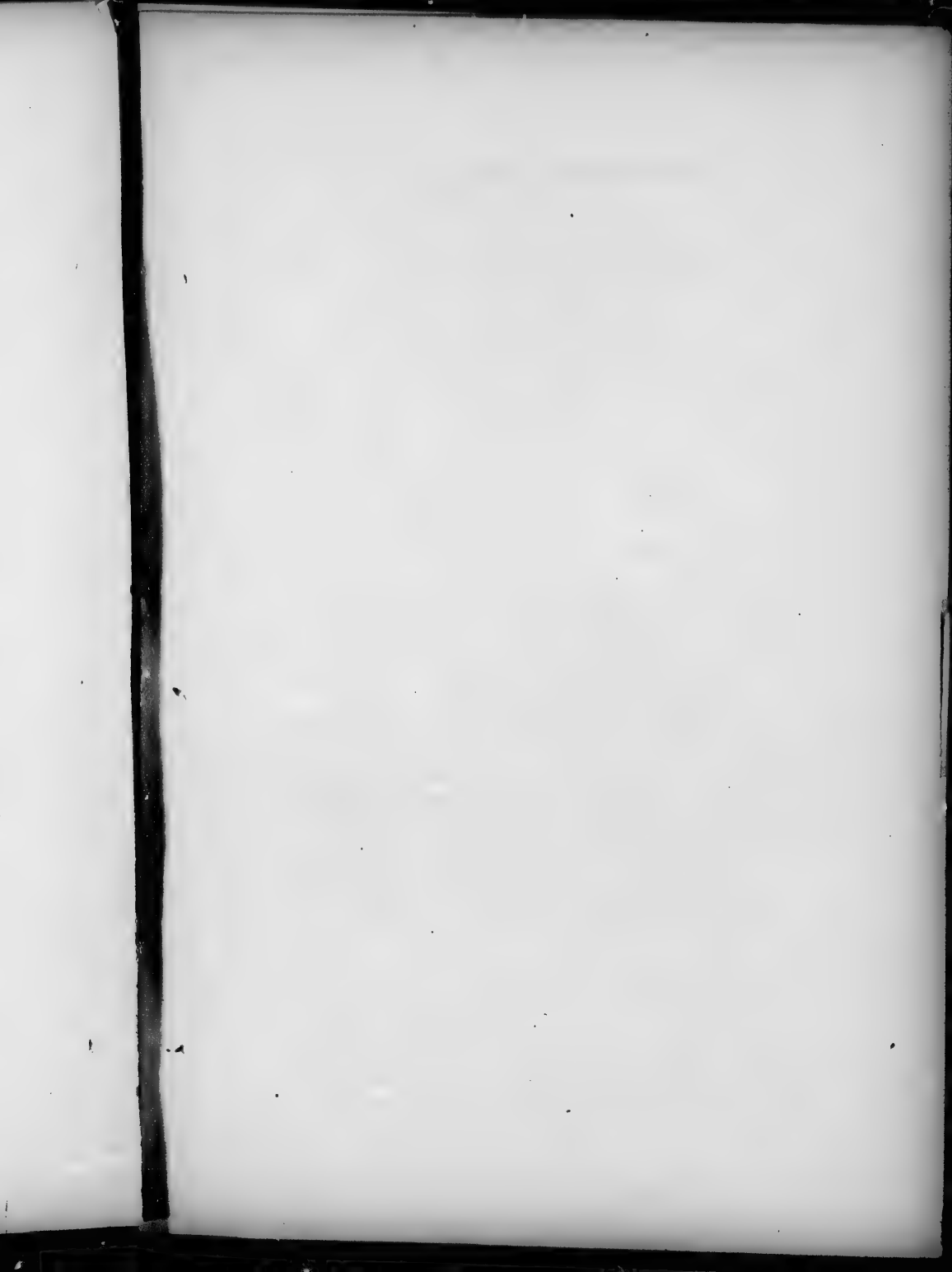
5. Can the theories of predication held by Mill and Hamilton respectively, be traced to a common source?

6. Reduce the rules of the syllogism to the smallest possible number.

7. State and examine the various definitions given by Mill of Induction.

8. What ground is there for believing that what is true in certain actually observed cases, must be true in other cases that have not been actually observed? In other words, what is the ground of induction?

9. Illustrate by examples the four methods of inductive inquiry.



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ST. MICHAEL'S COLLEGE.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

LOGIC. HONORS.

Examiner: REV. P. S. DOWDALL, D.D.

1. Enunciate the principles or primary laws of Logic. Which of these is prior to the rest? Show how in Logic a negative principle may be prior to a positive principle.

2. What are the conditions necessary for the validity of the principle of contradiction?

3. State briefly the aristotelian doctrine of universals.

4. Point out clearly what is meant by heads of predicables and categories; and what relation exists between them.

5. Distinguish real definition and logical division.

6. "Judgments are also divided into judgments *a priori* or analytical, and judgments *a posteriori* or synthetical." Examine.

7. Has the proposal to quantify the predicate of all propositions any logical basis?

8. State the laws of the conversion of propositions.

9. What are the two principles on which the syllogism is based? Show by reference to formulated syllogisms that in the various moods summed up in the mnemonic for any *one* of the figures, these principles govern.

10. (a) All just men are religious;
 Some men are not religious;
 Some men are not just.
- (b) Every charitable person is loved;
 Some charitable persons are well-off;
 Some well-off people are loved.
- (c) All ingrates are selfish;
 Some politicians are not selfish;
 Some politicians are not ingrates.

Reduce (a) and (b) to the first figure; and prove (c) by reduction *per impossibile*.

11. If X is Z , A is B ;
 But (a) X is Z ;
 (b) X is not Z ;
 (c) A is B ;
 (d) A is not B .

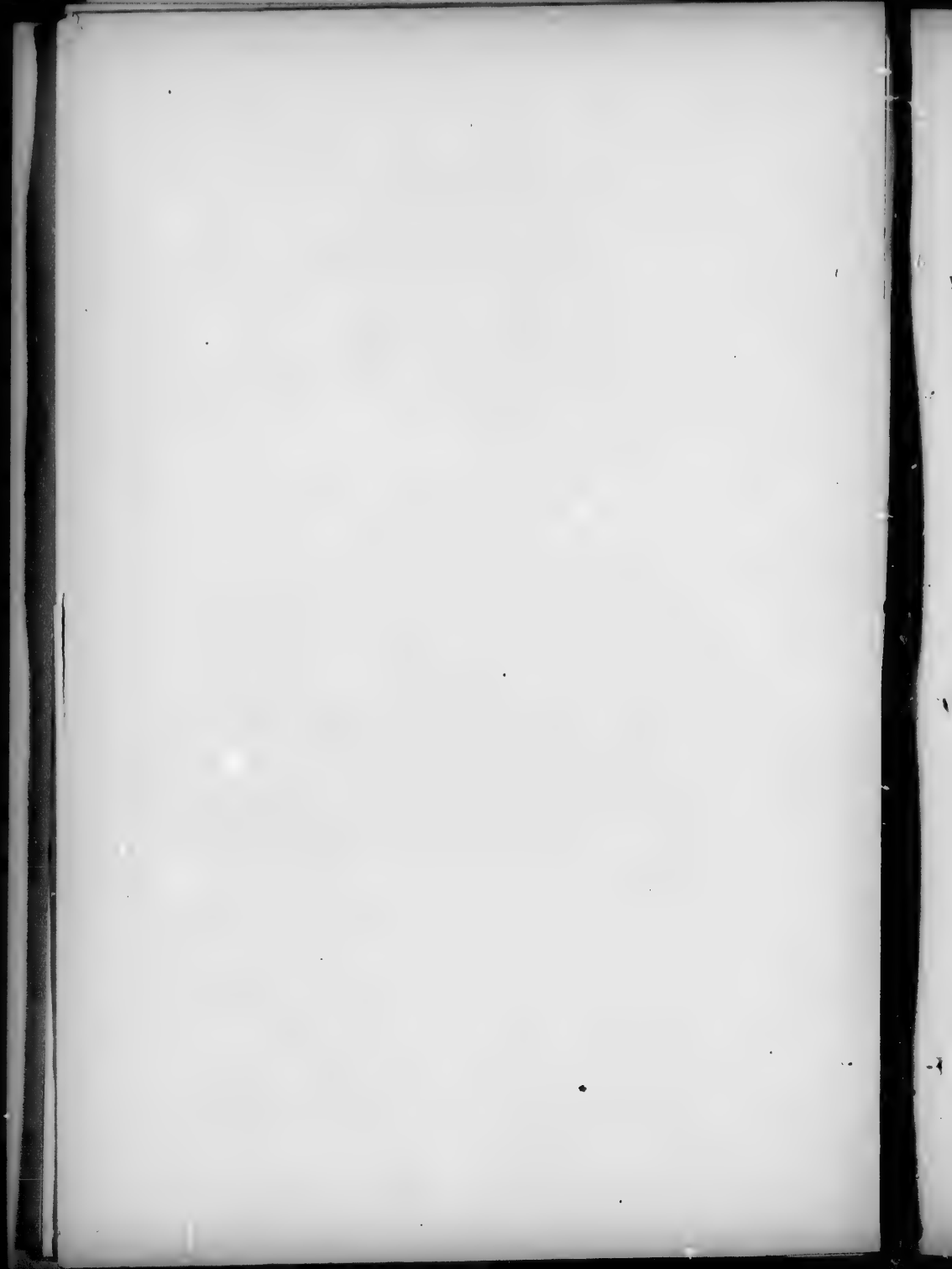
What conclusions may be drawn according as (a), (b), (c) or (d) is stated?

12. Put into syllogistic form and point out anomalies and fallacies, if any, in the following:

(a) Some statesmen are tyrants; for, like the latter, they are not friends of liberty.

(b) There are in the Athletic Club only four officers, each of whom has taken the pledge. Therefore all the officers of the Club are temperate.

(c) It has been observed on several occasions that a fall of the barometer is invariably followed by rain; and that a fall of rain is invariably preceded by a fall of the barometer, consequently when the barometer falls, and only when it falls, we shall soon have rain.



University of Toronto.

ST. MICHAEL'S COLLEGE.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

PSYCHOLOGY

Examiner: REV. P. S. DOWDALL, D.D.

1. Examine the relations of contrast, similarity and mutual inter-dependence between Psychology and Logic.

2. "The hypothesis of faculties has led to the false supposition that mental activity instead of being one and the same throughout its manifold phases, is a juxta-position of totally distinct activities answering to a bundle of detached powers."—(SULLY). Criticize.

3. "My present knowledge of an extended material universe independent of my mind is inexplicable unless at least in some of my percipient acts there is contained an immediate apprehension of extension."—MAHER.

(a) What are your grounds for believing in the existence of an extra-mental material world?

(b) Investigate the ultimate hypothesis necessitated by the denial of this *inexplicability*.

(c) Examine what percipient faculties give us a direct immediate presentation of *superficial extension* and *distance*.

4. Enunciate the chief principles conditioning the reproduction of phenomena in the mind, and examine them comparatively under the aspects of far-reachingness and fundamentality.

5. Point out the prominent features of contrast

(a) Between creations of the imagination and objects of the material world.

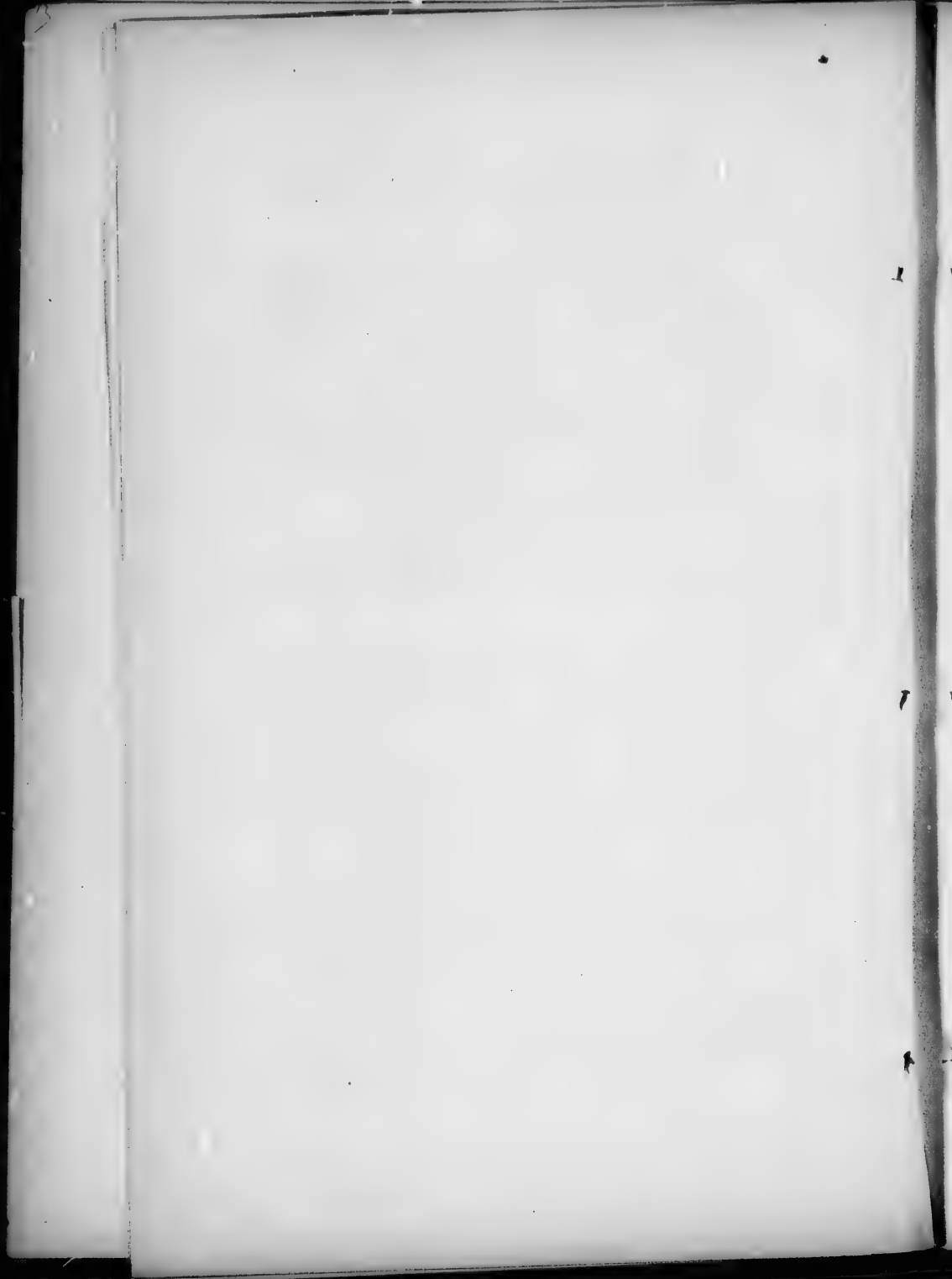
(b) Between phantasms and concepts.

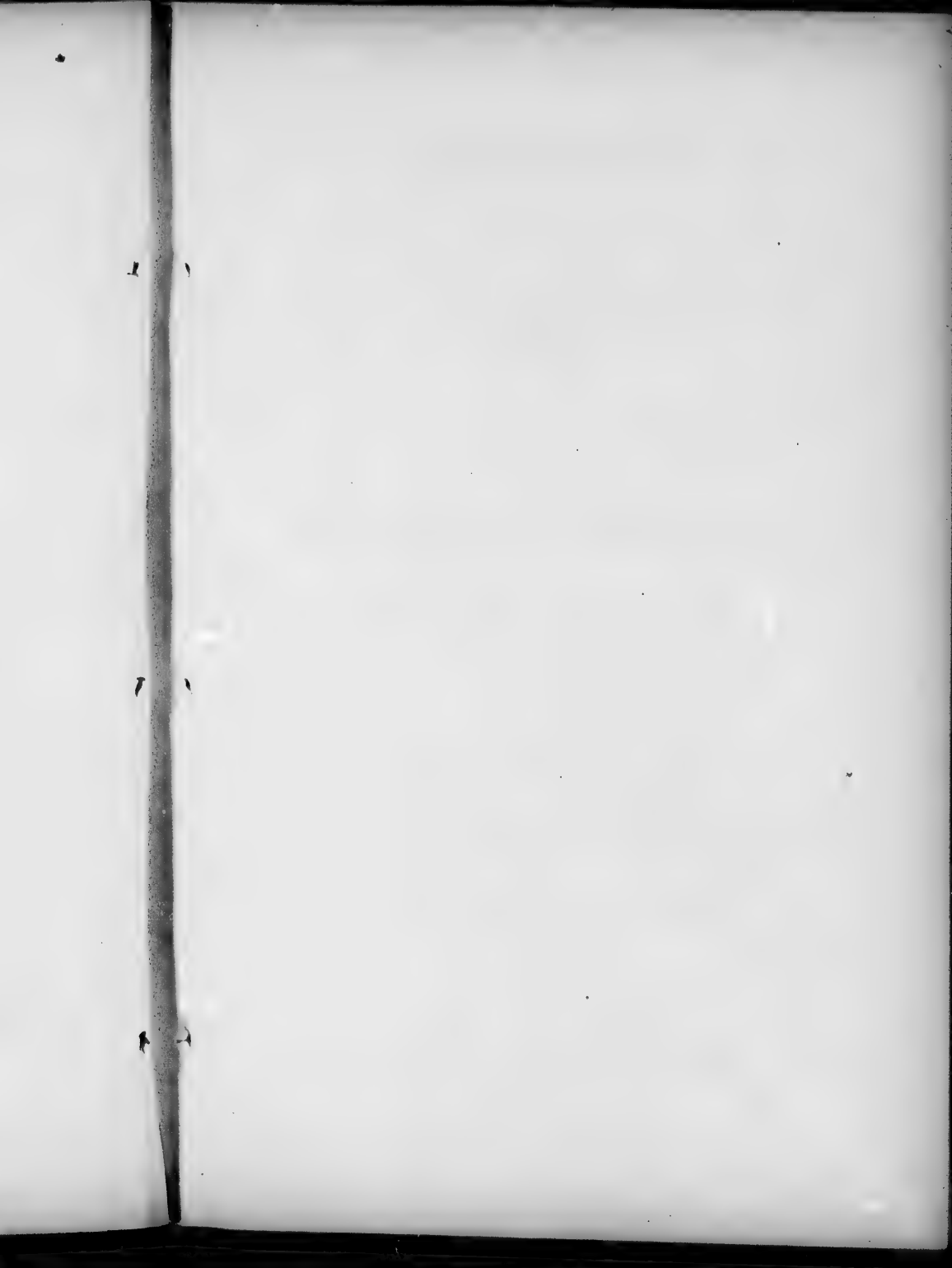
6. "Intellect may be defined broadly as the faculty of thought. Under thought we include attention, judgment, reflexion, self-consciousness, the formation of concepts, and the process of reasoning. These modes of activity all exhibit a distinctly supra-sensuous element."—MAHER. Prove this last statement.

7. Describe the limits within which you accept the doctrine of the relativity of knowledge; and within these limits determine the comparative perfection of the sensuous and supra-sensuous cognitions of primary and secondary qualities of matter.

8. Demarcate belief from knowledge.

9. Investigate the nature of pleasure, and the conditions determining its intensity, duration and qualitative variation.





University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

PSYCHOLOGY.

PASS AND HONORS.

Examiner : J. McD. DUNCAN, B.A.

*. *Candidates will enclose their answers to I. and II. respectively in different envelopes, and write on each envelope the name of the examiner.

I.

1. Examine carefully the principal objections urged against the opinion that consciousness is the only method by which we can become directly acquainted with the phenomena of mind.

2. Classify and define the functions of mind.

3. Analyse the perception of an external object.

4. (a) Discuss the relation each to the others of the laws of association as ordinarily classified.

(b) How is the suppression of certain links in a chain of association accounted for ?

5. Explain the general character and grounds of illusion.

6. Define analytic and synthetic judgments. What warrant is required by each of these classes of judgment ?

II.

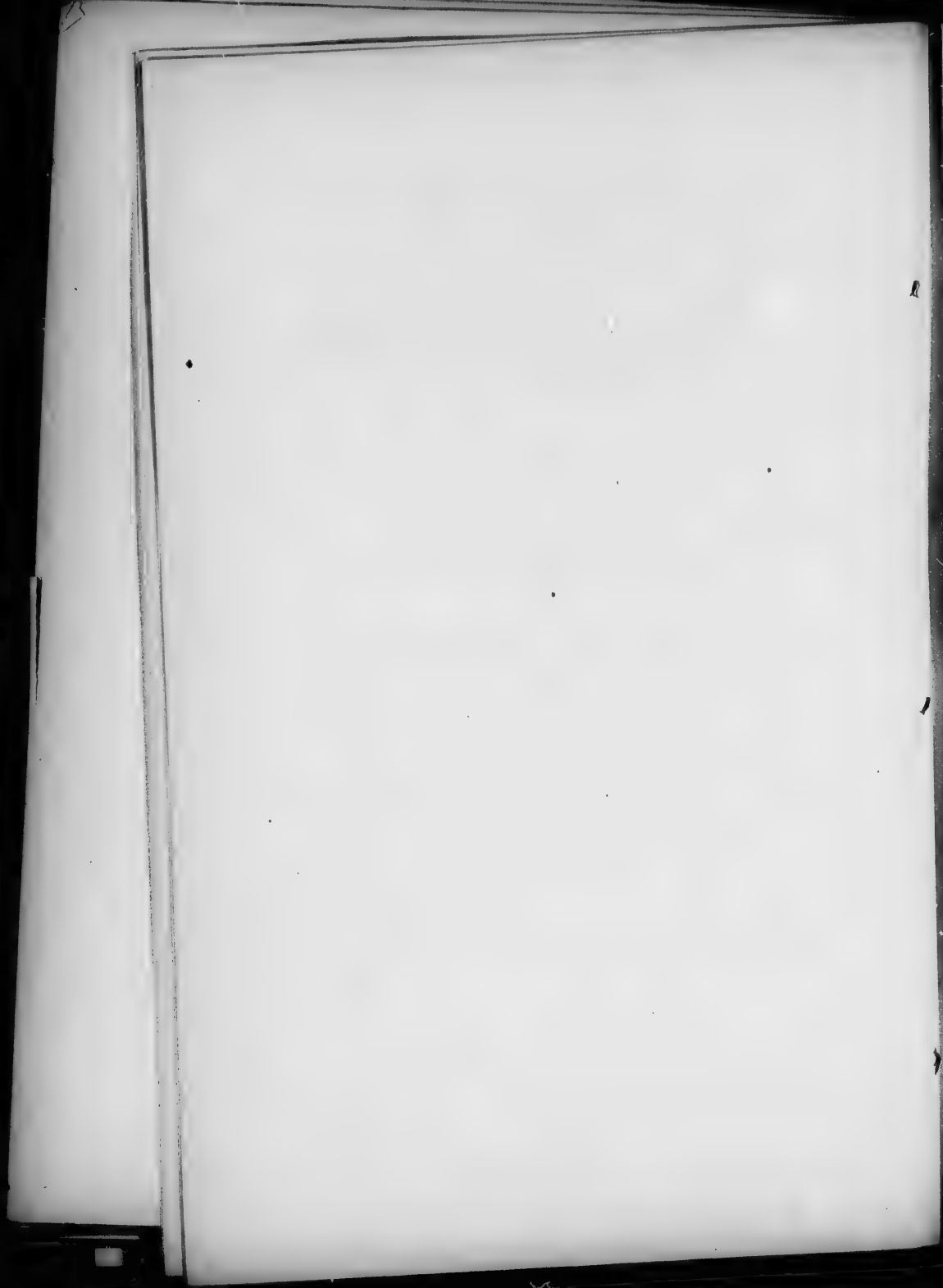
Examiner : F. TRACY, B.A.

1. Carefully define emotion, distinguishing it from sensation on the one hand, and from thought on the other,

2. Classify emotions according to their objective reference, or according to their exciting cause.

3. Describe the emotion of *Fear*, *Anger*, the *Ludicrous*, the *Sublime*, with special reference to their physiological expression.

4. Discuss Mr. Darwin's position that most of the expressions of the emotions are hereditary, being the result of "servicable associated habits," formed in the course of ancestral experience.



University of Toronto.

ST. MICHAEL'S COLLEGE.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

PSYCHOLOGY. HONORS.

Examiner: REV. P. S. DOWDALL, D.D.

1. Which are the principal forms of objective investigation in psychical phenomena?
2. Give Plato's, St. Thomas' and Herbert Spencer's classification of the mental faculties.
3. Are we justified in attributing to the soul special forms of mental activity?
4. Criticize the following definition: "Sensation is the feeling of pleasure or pain attached to an act of sensuous apprehension."
5. Explain what the school-men understood by '*species sensibilis*' and '*species intelligibilis*'.
6. Do any of our percipient acts immediately make known to us the existence of a reality other than ourselves?
7. Describe the different internal senses according to the Aristotelian Doctrine. Is such a Division of Internal Sensibility important?
8. Is memory a sensuous or an intellectual faculty?
9. Show the distinction between Intellect and Sense by means of (a) Necessary Judgments.
(b) Reflexion and self-consciousness.
10. Discuss the theory of (a) Innate Ideas.
(b) Empiricism,

11. How would you show the existence of the "*Intellectus agens*?"

12. By what intellectual process do I affirm as necessary the "Principle of Causality?"

13. What is your opinion of the school which holds that conscience is a special original aptitude of the mind capable of feeling the moral quality of actions?



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

MENTAL PHILOSOPHY.

HONORS.

Examiner: J. McD. DUNCAN, B.A.

1. "Ideae aliae innatae, aliae adventitiae, aliae a me ipso factae mihi videntur." (Some ideas appear to me innate, others to have come from without, and still others to have been formed by myself.)—DESCARTES.

(a) Enumerate all possible views as to the dependence of human knowledge upon experience and mental function respectively.

(b) Determine which of these views was held by Locke, and state clearly the truth and error of his position.

2. Give Locke's account of the idea of *solidity*. Is his account of this idea consistent with his definition of primary qualities?

3. Perception, as it is the first faculty of the mind exercised about our ideas, so it is the first and simplest idea we have from reflection.

LOCKE, *Essay*.

(a) Point out the confusions involved in this account of perception.

(b) Explain how Locke came to represent the mind as passive in the reception of its original ideas (a) of sensation; (b) of reflection.

4. Is a science of nature compatible with the acceptance of Locke's doctrine of essence?

5. What laws, according to Hume, does the imagination generally follow in bringing up successive ideas? Criticise Hume's classification of these laws.

6. (a) Trace the derivation of Hume's theory of "general ideas" from Locke through Berkeley.

(b) Does Hume, in treating of "general ideas," make any assumptions inconsistent with his general philosophical position?

7. Examine the ground of Hume's rejection of infinite divisibility.

8. State and criticise Hume's Theory of Belief.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

POLITICAL SCIENCE.

CANADIAN CONSTITUTIONAL HISTORY.

HONORS.

Examiners : { J. M. McEvoy, B.A.
A. T. THOMPSON, B.A.

N.B.—Candidates are requested not to attempt more than eight questions.

1. Outline the Government of Canada under the rule of French Trading Companies.

2. Describe the system of Government established in Canada in 1663. Note any important changes in its structure during the next hundred years.

3. What rights were guaranteed to the French Canadians at the capitulation of Quebec and of Montreal, and by the Treaty of Paris? What additional rights are they entitled to at the hands of Canadians of British extraction?

4. What was the policy of the Quebec Act?

5. What changes in the Constitutions of the Canadas were recommended by Lord Durham? Was his policy justifiable?

6. Outline the struggle for "Responsible Government" in Upper Canada between 1791-1840.

7. Distinguish between "Responsible Government," as understood and administered by Sydenham and Metcalfe on the one hand, and Lord Elgin on the other.

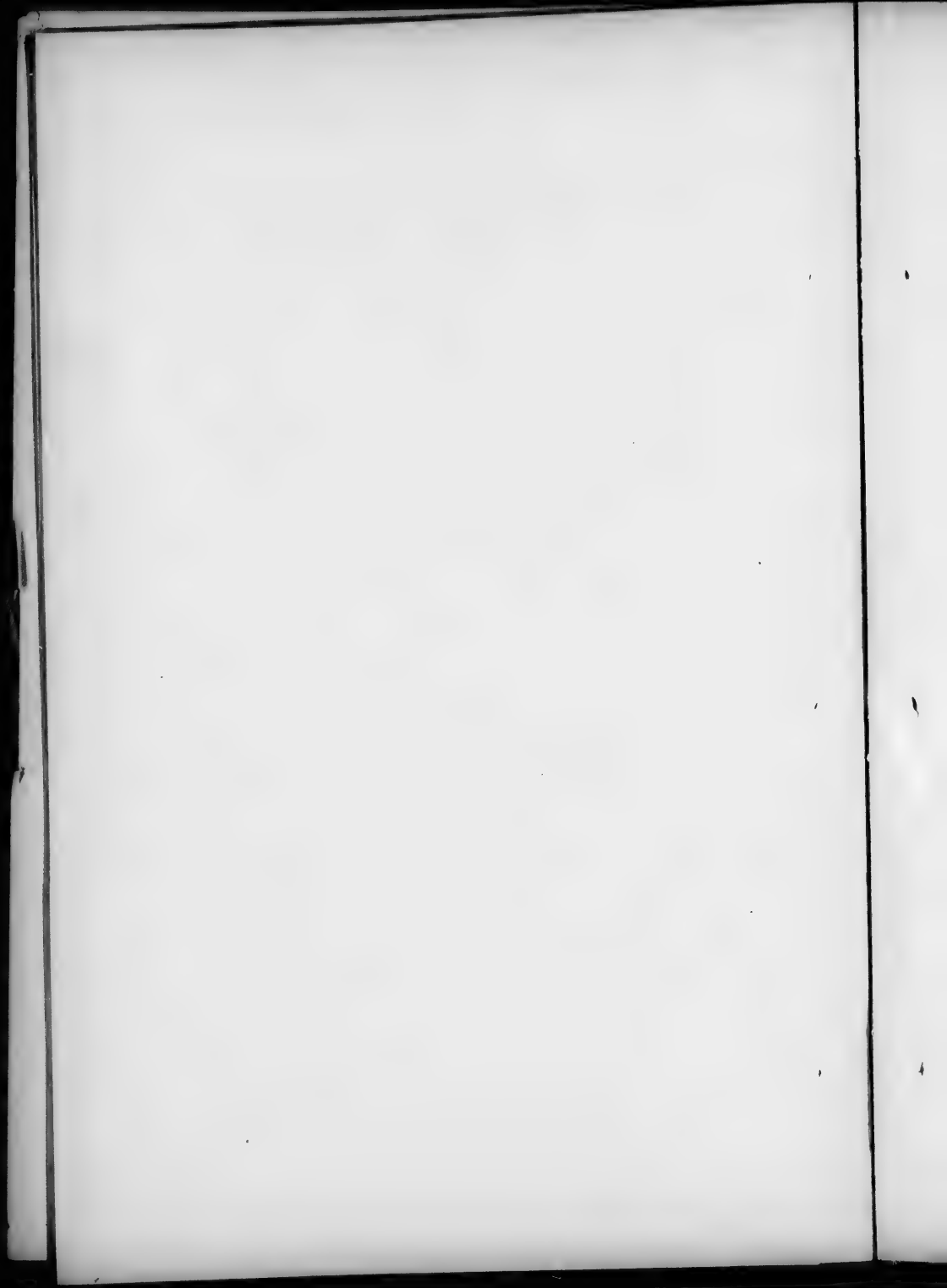
8. Out of what did the question of "Clergy Reserves" arise, and in what manner was it settled?

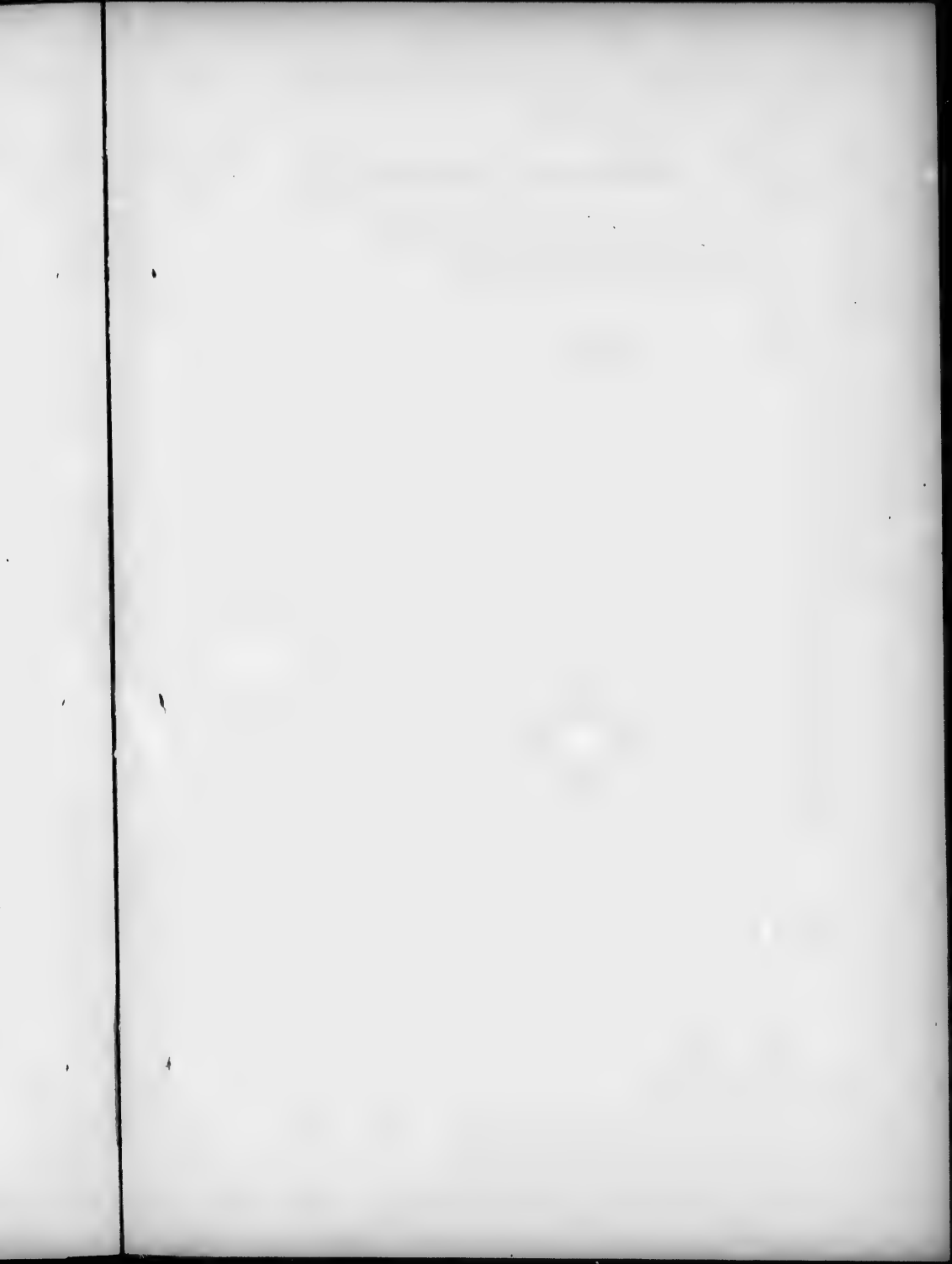
9. What do you understand by "Cabinet Government?"

10. Describe the functions of *either* Township Councils *or* County Councils in Ontario.

11. Describe the state of political affairs at the time it entered Confederation of *either* British Columbia *or* New Brunswick.

12. Compare very briefly the relations between the Provinces and the Dominion as established by the B. N. A. Act, with those between the States and the Union as established by the American Constitution.





University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

POLITICAL SCIENCE.

HONORS.

Examiners: { J. M. McEvoy, B.A.
A. T. Thompson, B.A.

N.B.—Candidates are requested not to attempt more than eight questions.

POLITICAL ECONOMY.

1. Examine the assumption made by some Economists, that all persons will act in such a manner as will secure their own best interests.

2. What are the relative advantages and disadvantages of the division of labor?

3. Co-operation in production has not been so successful as co-operation in distribution. How would you account for this?

4. Define value. How is the value of commodities determined?

5. "The fundamental cause of rent is difference in fertility.—*Symes*. Criticize.

6. What do you understand by "average rate of profit?"

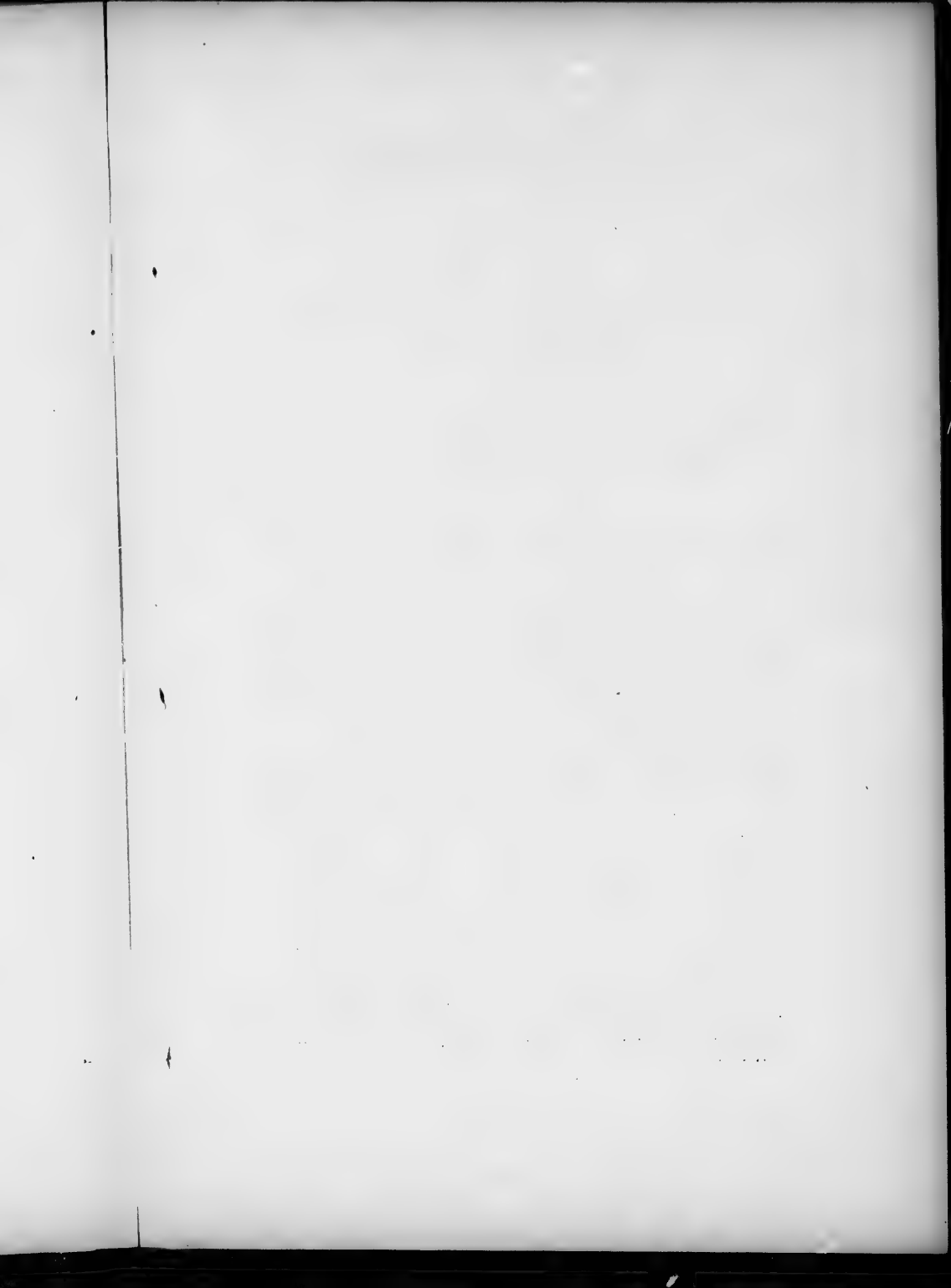
7. State the theoretic arguments, if any, in favour of protection and the practical disadvantages, if any, in its application.

8. What are the objects of trades unions? How far are they suited to the attainment of these objects?

9. State the various circumstances which explain and justify the payment of interest.

10. What would be the result if the government were to issue bills to every farmer to the extent of \$500 on the security of his real estate ?

11. Illustrate the correct and incorrect use of the phrase "a violation of the laws of Political Economy."



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

POLITICAL SCIENCE.

HONORS.

Examiners: { A. T. THOMPSON, B.A.
J. M. McEVoy, B.A.

NOTE.—Not more than seven questions must be attempted, of which the last must be one.

ENGLISH CONSTITUTIONAL HISTORY.

1. "The English system was strong in its sub-structure, weak in its super-structure; the Norman system strong in its super-structure, weak in its sub-structure. The Norman conquest placed the strong Norman super-structure on the strong English sub-structure." Explain.

2. Criticise Kemble's "Canons" concerning the powers of the Witan.

3. Under what circumstances did Taxation, in its modern sense, begin in England, and, prior to this, how were the burdens of government borne?

4. How did William I. modify Continental Feudalism for the purpose of strengthening the central power?

5. Trace the growth of Parliamentary Representation during the 13th and 14th centuries.

6. "It is not probable that so despotic a government as that of the Tudors could have been established at any other period in English history." Explain and criticize.

7. What important Acts were passed by the Long Parliament, and how did they affect the constitution.

8. How was the constitutional power of the Privy Council weakened during the Tudor and Stuarts periods, and what was Sir William Temple's scheme for restoring it to its former importance?

9. What was the nature of the Reform Bill of 1832? What have been its effects on the Government of England?

10. Translate and comment upon the following passages :

(a) "Nulli sint in civitate vel burgo vel castello vel extra . . . qui vetent vicecomites intrare in terram suam vel socam suam ad capiendum illos qui rettati fuerint . . . quod sint robatores."

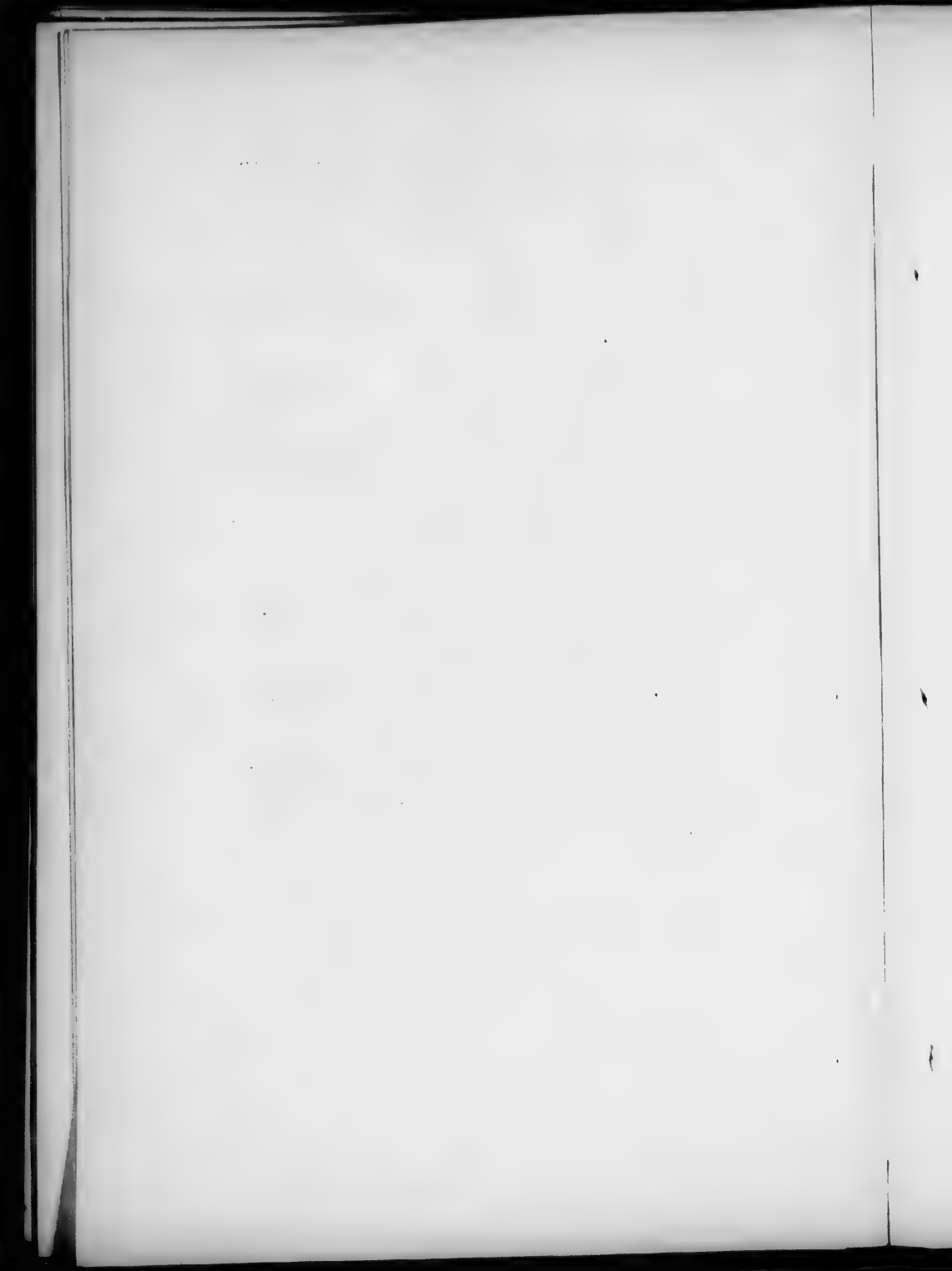
(b) "Sciatis nos . . . concessisse Deo . . . quod Anglicana ecclesia libera sit."

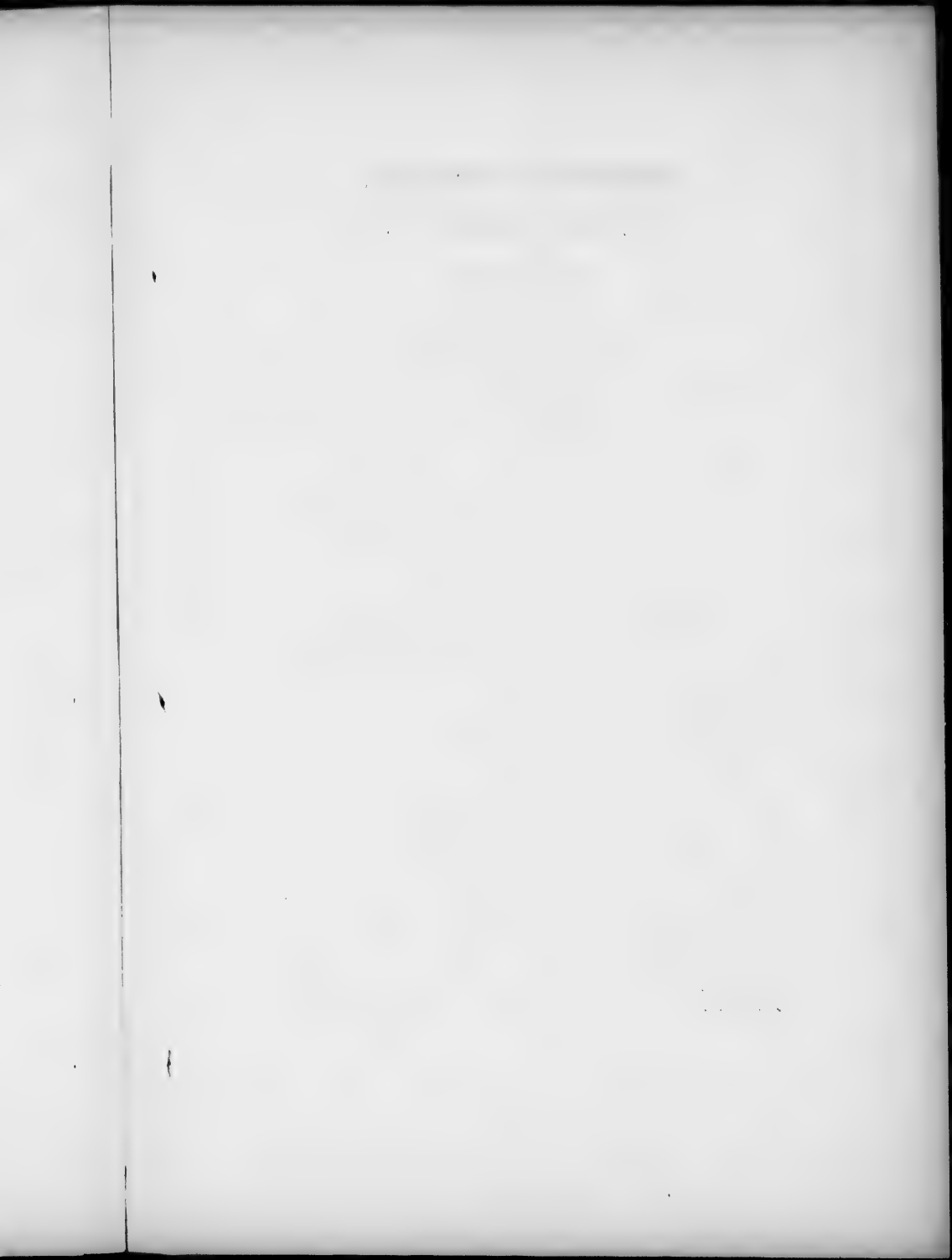
(c) "Communia placita non sequantur curiam nostram sed teneantur in aliquo loco certo."

(d) "Praemunientes priorem et capitulum ecclesiae vestrae, archidiaconos, totumque clerum vestrae diocesis, facientes quod iidem prior et archidiaconi in propriis personis suis, et dictum capitulum per unum, idemque clerus per duos procuratores idoneos . . . una vobiscum intersint."

Comment upon the following passage :

(c) "Levying money for or to the use of the Crown, by pretence of prerogative, without grant of parliament, for longer time or in other manner than the same is or shall be granted, is illegal."





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ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

NATURAL SCIENCES.

PHYSICS.

HONORS.

Examiners: { A. C. MCKAY, B.A.
I. E. MARTIN, B.A.

1. Define *force*. What is a *dyne* ?

A mass of 10 grammes is moving with a velocity of 100 cm. per second. What constant force acting on it for 10 seconds will reduce the mass to rest ?

2. Define *energy*. State the principle of the *conservation of energy*.

Show that the kinetic energy of a mass m moving with velocity v , is $\frac{1}{2} m v^2$.

3. Shew how to measure the pressure at a point in a heavy liquid.

Find the pressure in dynes per square centimetre at a point one metre below the surface of water.

4. State the law connecting the pressure and volume of a gas under constant temperature.

Modify the statement of the law so as to include variations of temperature.

5. Describe and give the theory of any common form of Salimeter.

6. Classify the successive effects produced by the continuous application of heat to a piece of very cold ice.

The coefficient of linear expansion of glass being .0000085, find the coefficient of cubical expansion.

7. Define *temperature*, *absolute temperature*. Describe the method of graduating a centigrade thermometer.

Show how to make a thermometer that will register the highest temperature attained during a given period.

8. Define *latent heat*.

One kilogramme of steam at 100°C . is passed into 10 kilogrammes of water at 20°C ., giving a temperature of 76°C . Deduce the latent heat of vaporization.

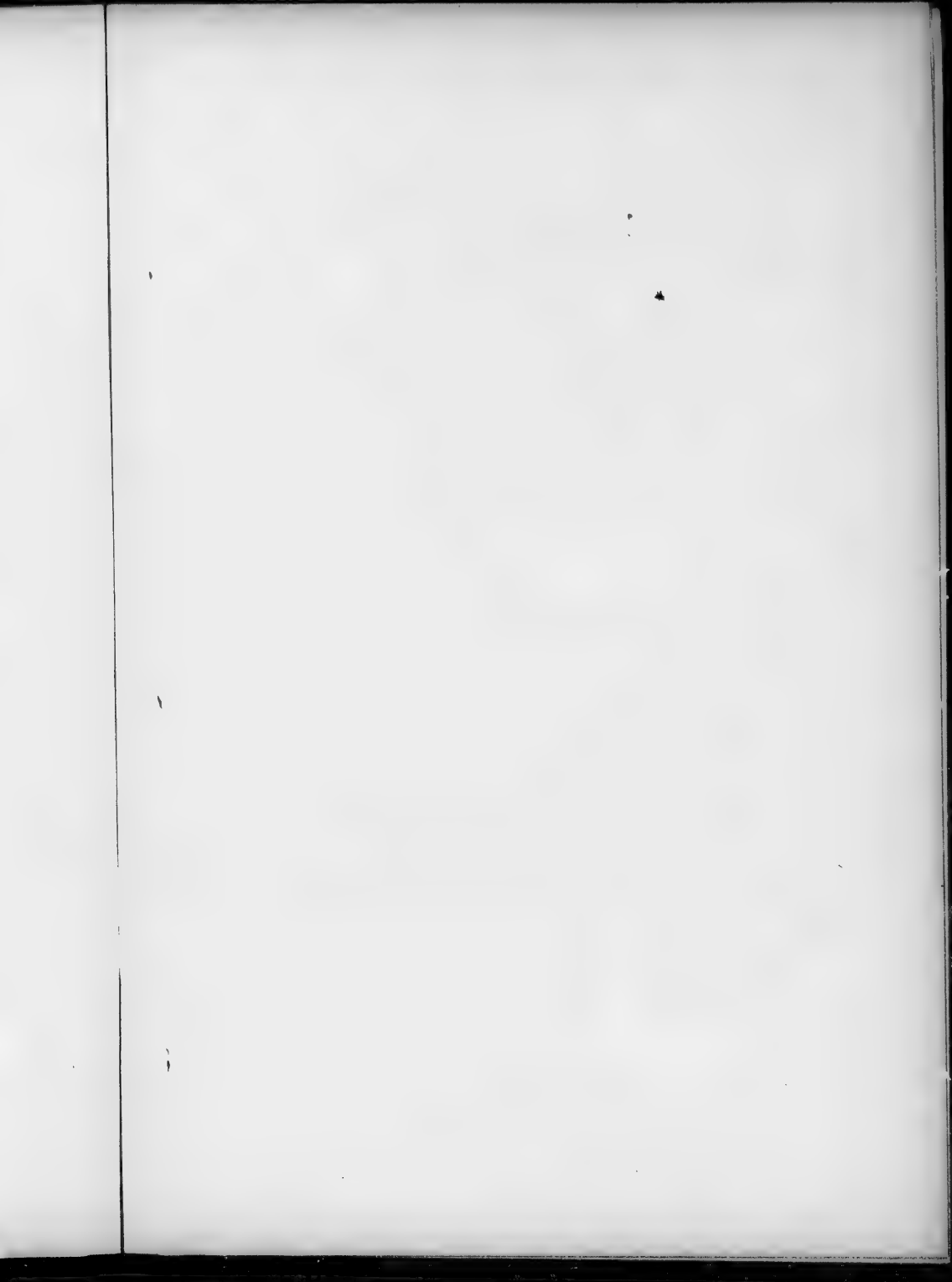
9. Describe carefully any common form of voltaic cell. State and define the units of *electromotive force*, *resistance*, and *current*.

10. State the laws of currents induced by currents.

Explain the construction of the induction coil.

11. Describe the ordinary apparatus used for telegraphing, or that for telephoning.

NOTE.—Candidates will write on only eight questions.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

DEPARTMENT OF NATURAL SCIENCE.

INORGANIC CHEMISTRY.

Examiners : { W. H. PIKE, M.A., PH. D.
T. PROCTOR HALL, M.A., PH. D.

1. Describe the preparation and properties of the element nitrogen. It is required to fill a gas holder with nitrogen at a pressure of 743^{mm} and 16.7°C , calculate the weights of the materials necessary for each cubic metre of gas.

In what way could nitrogen be shewn to be present in nitric acid ?

2. Write equations representing

(a) the solution of silver in nitric acid

(1) dilute, (2) concentrated ;

(b) precipitation of the silver by hydrochloric acid.

(c) reduction of the precipitate by zinc. Calculate the volume of hydrogen chloride (at 0° and 760°) required for each gram of the silver-salt in solution (b).

3. To account for errors in determinations of the atomic weight of Tellurium the presence of an unknown element of the same group, with higher atomic weight, has been suggested. What properties, physical and chemical, would you expect such an element to have ?

4. State the evidence for Avogadro's law. How are exceptions explained ? Deduce the rule, "22.327 liters of any gas at 0°C , and 760^{mm} weighs its molecular weight in grams." Calculate the molecular weight of a gas whose density (air = 1) is 2.08.

5. What relation has been found between atomicity or valence and atomic weight?

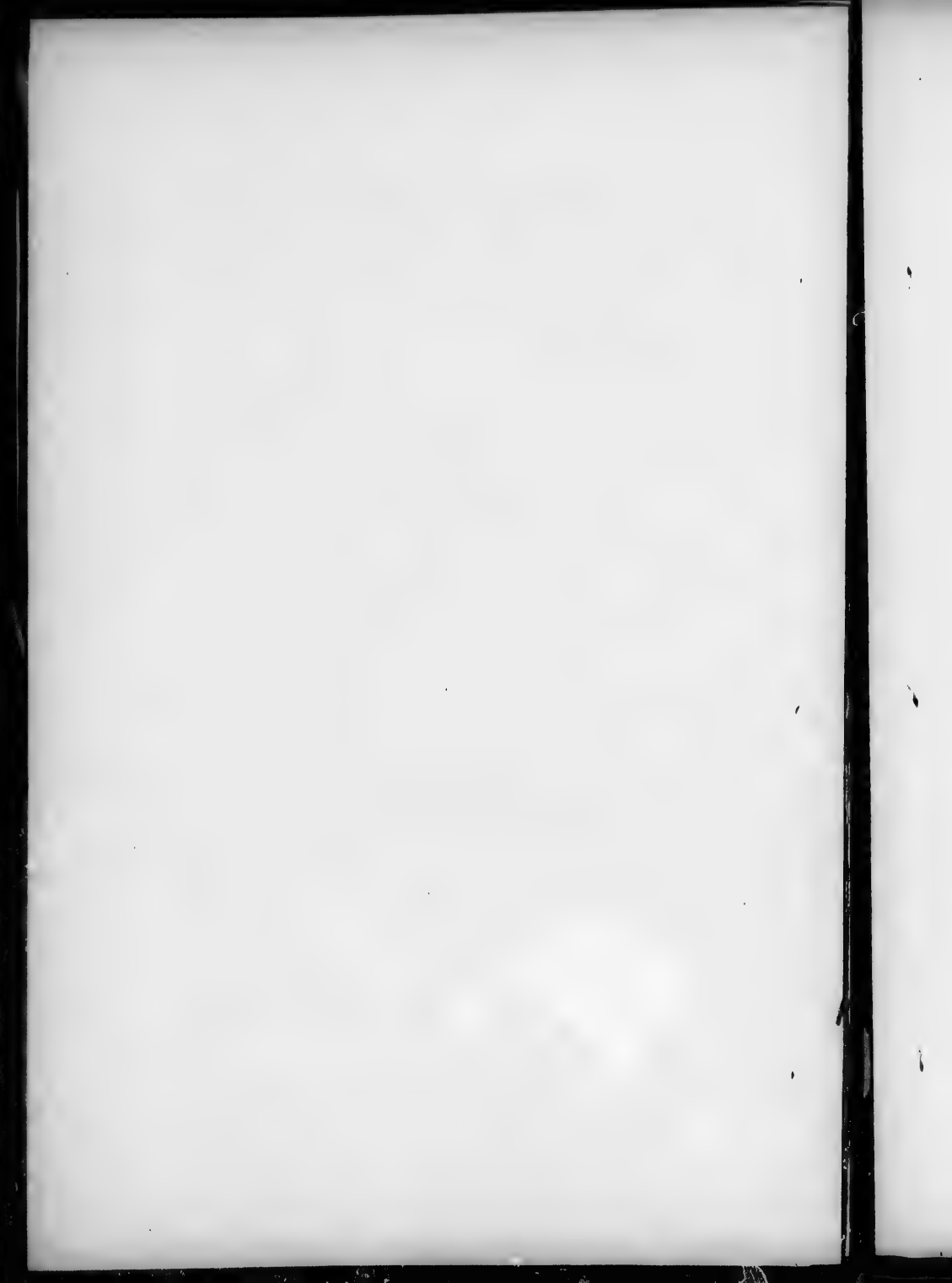
Write constitutional formulæ of the principal compounds of sulphur so as to show the atomicity of this element.

6. A sample of bromine is believed to contain some chlorine. Describe how you would ascertain whether this is, or is not the case.

6b. Write a brief description of the method of detecting manganese in qualitative analysis. Write equations for each of the reactions which occur in the detection, assuming that the manganese was present as permanganate of potassium.

7. Write a short account of the chemistry of manganese and its compounds.

6 and 6A are alternative questions. Greater credit will be given for 6A.



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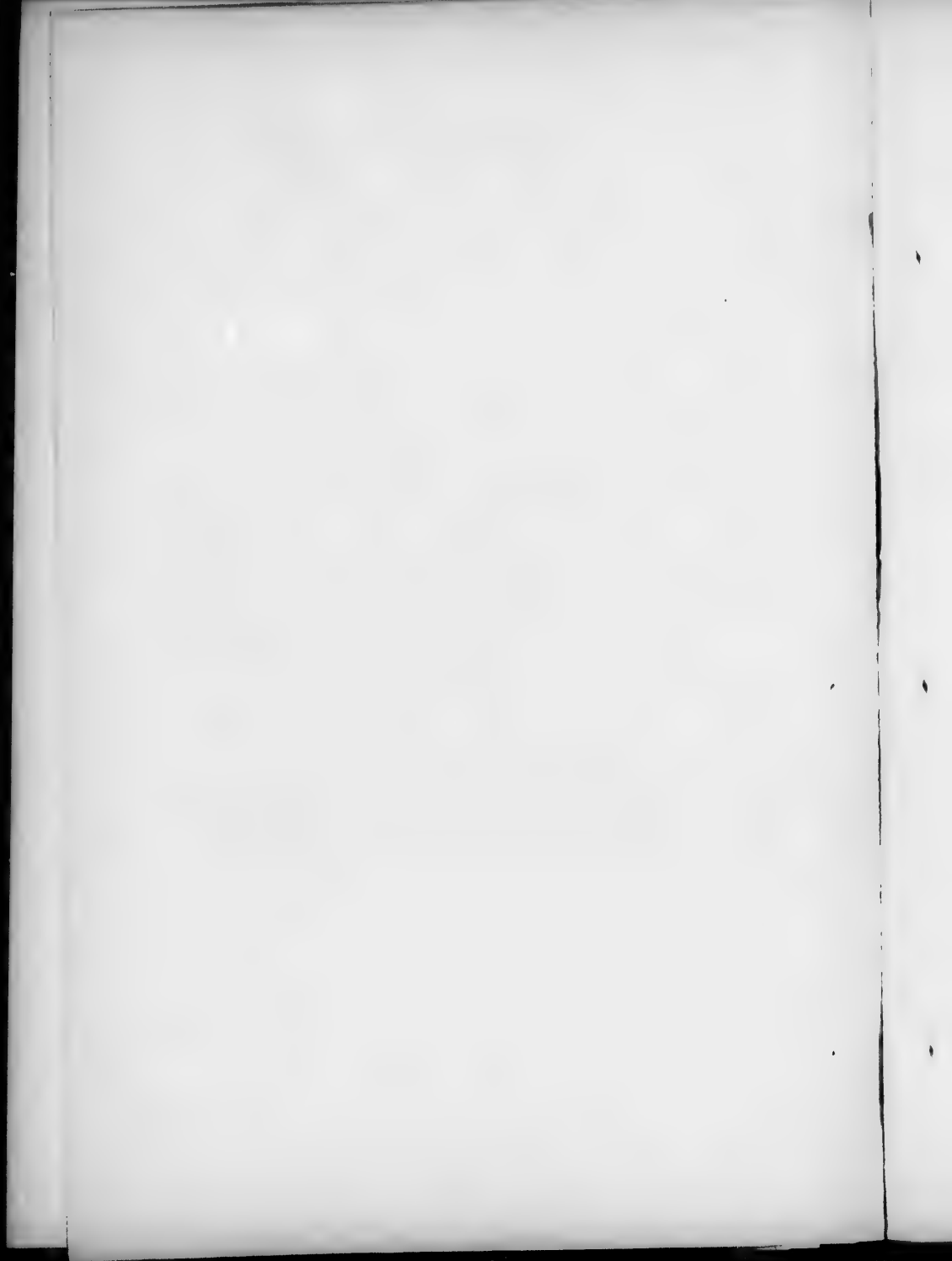
ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

BOTANY.

Examiner: J. J. MACKENZIE, B.A.

1. Give an account of the reproduction of the horse tails (Equisetaceae).
2. What is meant by Saprophytic and Parasitic plants? Describe briefly their physiological peculiarities, and give examples of both groups.
3. Give a full account of the structure and functions of sieve tissue, and of its occurrence in the plants.
4. Give an account of the structure and formation of cork tissue. What are its chief functions?
5. Describe fully palisade tissue. Where does it occur? What are its functions, and what conditions govern its formation?
6. Proterandrous, Protogynous, Trimorphic, Dimorphic: explain these terms. In connection with what special character of flowering plants are they used?



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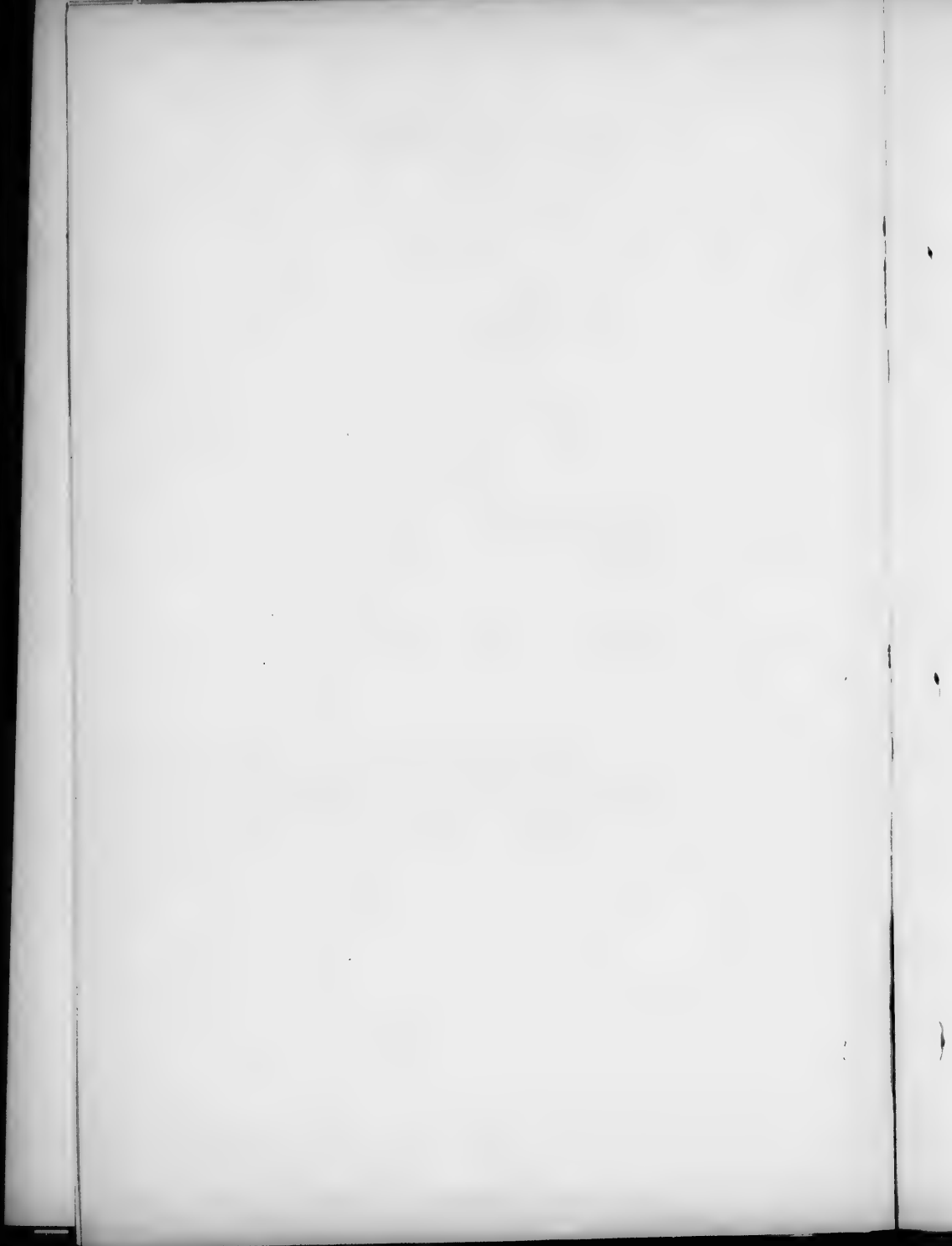
SECOND YEAR.

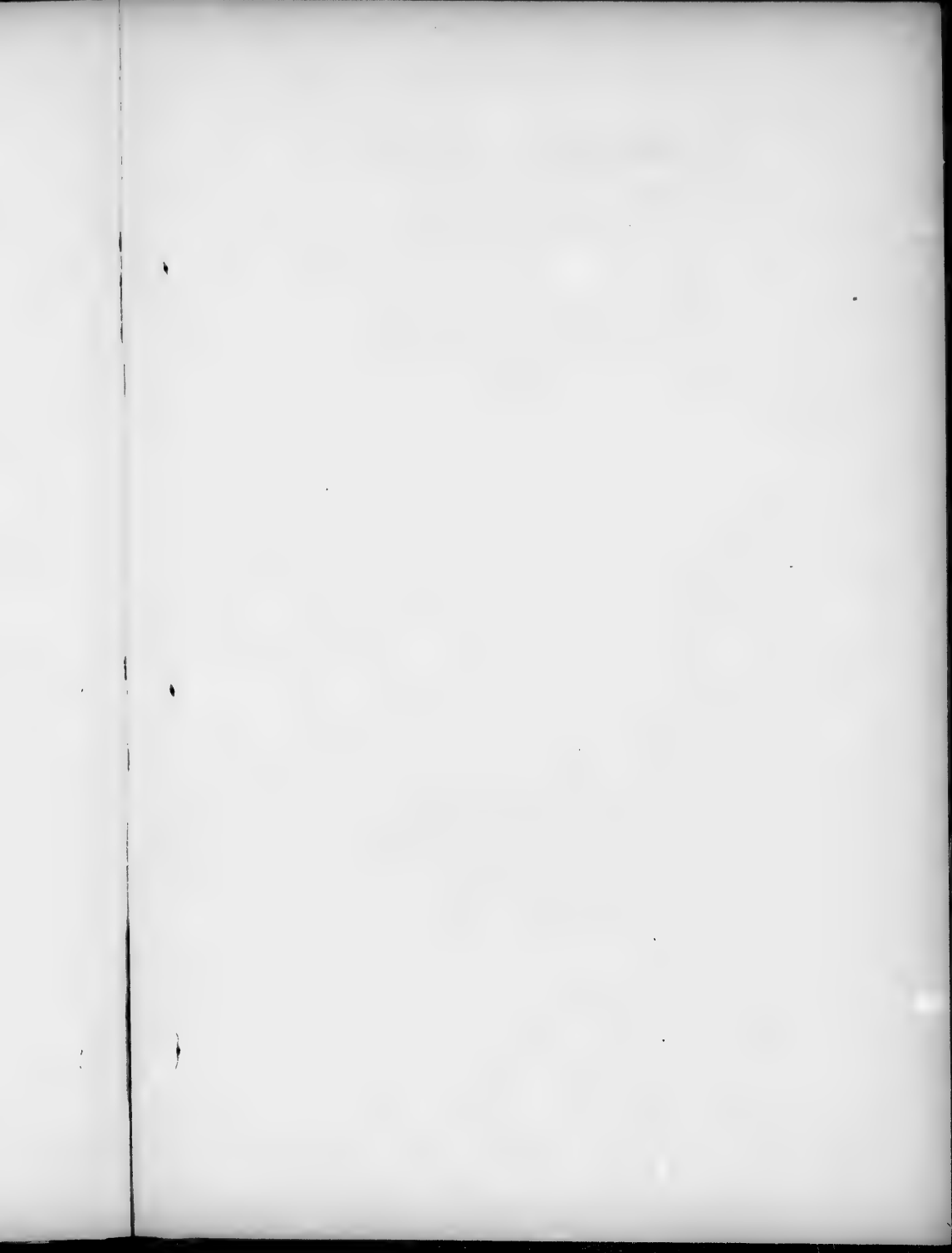
ZOOLOGY.

HONORS.

Examiner : J. J. MACKENZIE, B.A.

1. Describe fully the structure of the heart, and give the circulation of the blood in the cray-fish.
2. Describe fully the structure of the brain of the frog, and give an account of the course and distribution of the cranial nerves.
3. Give an account of the parasitic forms of Protozoa, shewing this relationship to the non-parasitic forms.
4. Describe fully the structure, reproduction, and life history of *Echinorhynchus gigas*.
5. Outline the classification of the Amphibia, and mention some of the commoner Canadian forms.
6. Give a description of the reproduction and excretory organs of the common earthworm.





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ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

ELEMENTARY MINERALOGY.

HONORS.

Examiner: F. G. WAIT, M.A.

1. Arrange the following minerals in determinative groups:

Graphite, Stibnite, Mispickel, Copper Glance, Fluorspar, Barytine, Molybdenite, Specular Iron, Anthracite, Garnet, Corundum, Aragonite.

State the composition of each.

2. What phenomena may be observed when a mineral is subjected to the fusion test?

What happens when Gypsum, Sphalerite, Prehnite, Malachite, Celestine, and Schorl are so treated?

3. State the uses to which (a) Oxide of Copper, (b) Potassium Iodide, (c) Potassium Cyanide, and (d) Carbonate of Soda, are put in blowpipe analysis.

What reaction takes place in the formation of colored glasses with Borax and Phosphor Salt on platinum wire?

4. Give the blowpipe characters of (a) Pyromorphite, (b) Dark Red Silver Ore, (c) Chromite, (d) Cinnabar, (e) Pyrolusite.

5. Define the following terms as applied to minerals: Dichroism, Refraction, Aspect, Isomorphism. Give two examples of each.

6. Describe the class of Oxides, and name six common examples, with the composition and mode of occurrence of each.

7. Under what circumstances does color become of value in determining the composition of a mineral?

8. What is the composition of Canadian Apatite?

What forms are exhibited by its crystals?

Where does it occur?



1.5 2.8
3.2 2.5
2.2
2.0
8

1.0
0.1

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ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

NATURAL SCIENCE.

PHYSIOLOGY.

HONORS.

Examiner: J. J. MACKENZIE, B.A.

1. Describe fully the structure of the human eye.
2. Give an account of the changes which the blood undergoes in passing through the tissues of the body.
3. Describe fully the processes of digestion in the small intestine.
4. What is meant by reflex action?
Describe experiments illustrating your answer.
5. Give an account of the various forms of muscle fibre found in the animal body.

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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

PALAEONTOLOGY—INVERTEBRATA. HONORS.

Examiner: F. G. WAIT, M.A.

1. Define the term "fossil" as used in geology. Point out the different ways in which organic bodies may be fossilized and preserved.

What causes the imperfections in the geological record?

2. State the zoological or botanical relation of the following genera, and their range in geological time: Favosites, Zaphrentis, Calamites, Sigillaria, Orthis, Nummulites, Paradoxides, Chonetes, Cephalaspis, Productus, Trinucleus, Petraia, Asaphus, Ostrea.

3. Of what strata are the following genera characteristic:

Serpula, Murchisonia, Columnaria, Halysites, Michelinea, Aulopora, Orthoceras, Balanus, Calymene, Petraister.

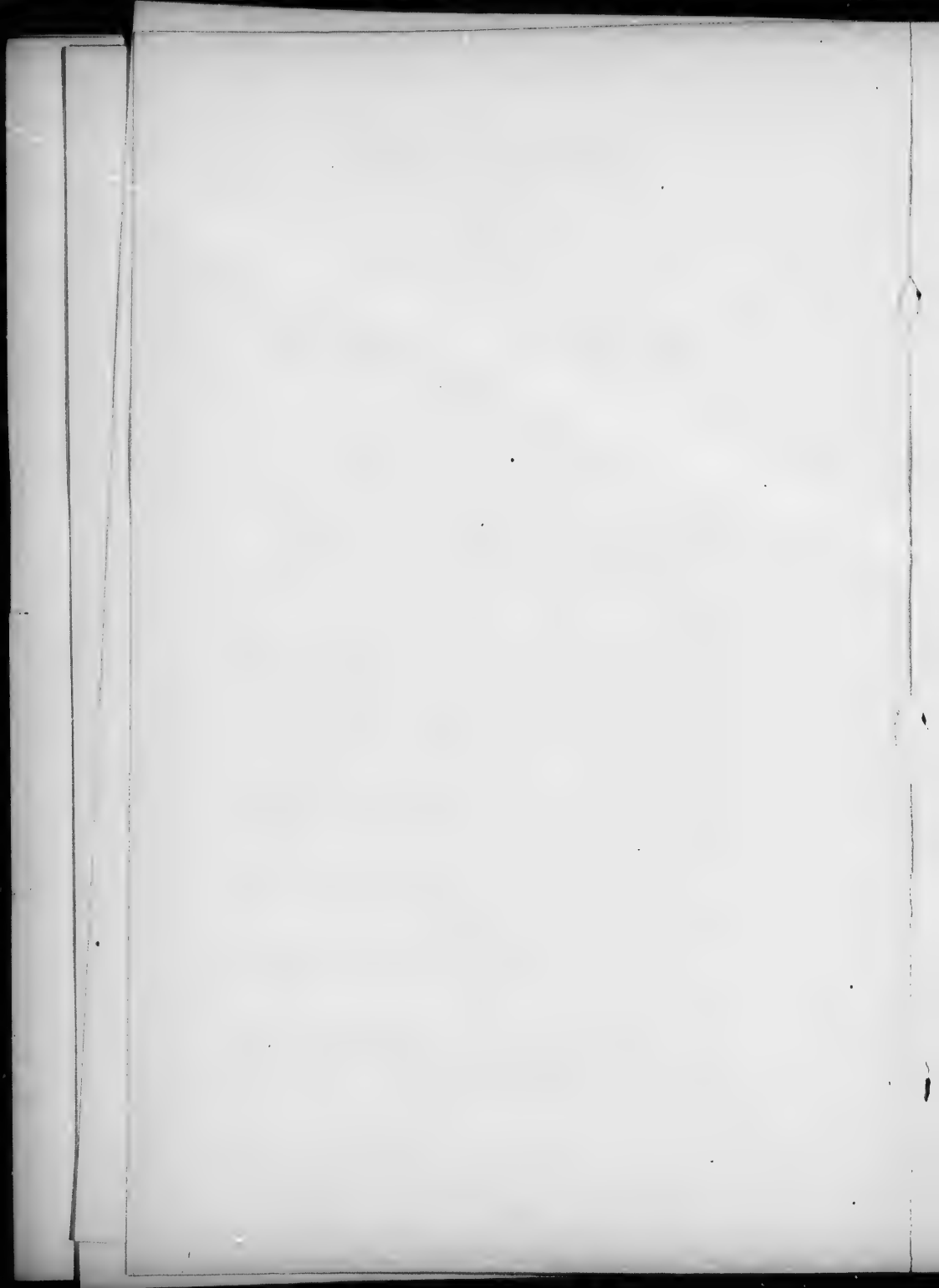
4. Under what groups are trilobites arranged? Describe each group, and give the name of a typical genus in each, with its geological position.

5. Describe a typical brachiopod.

State the geological range of representatives of the class.

Name any living genera.

6. Into what orders may the cephalopoda be arranged? Give the distinctive characters of each, the leading fossil forms and their range.



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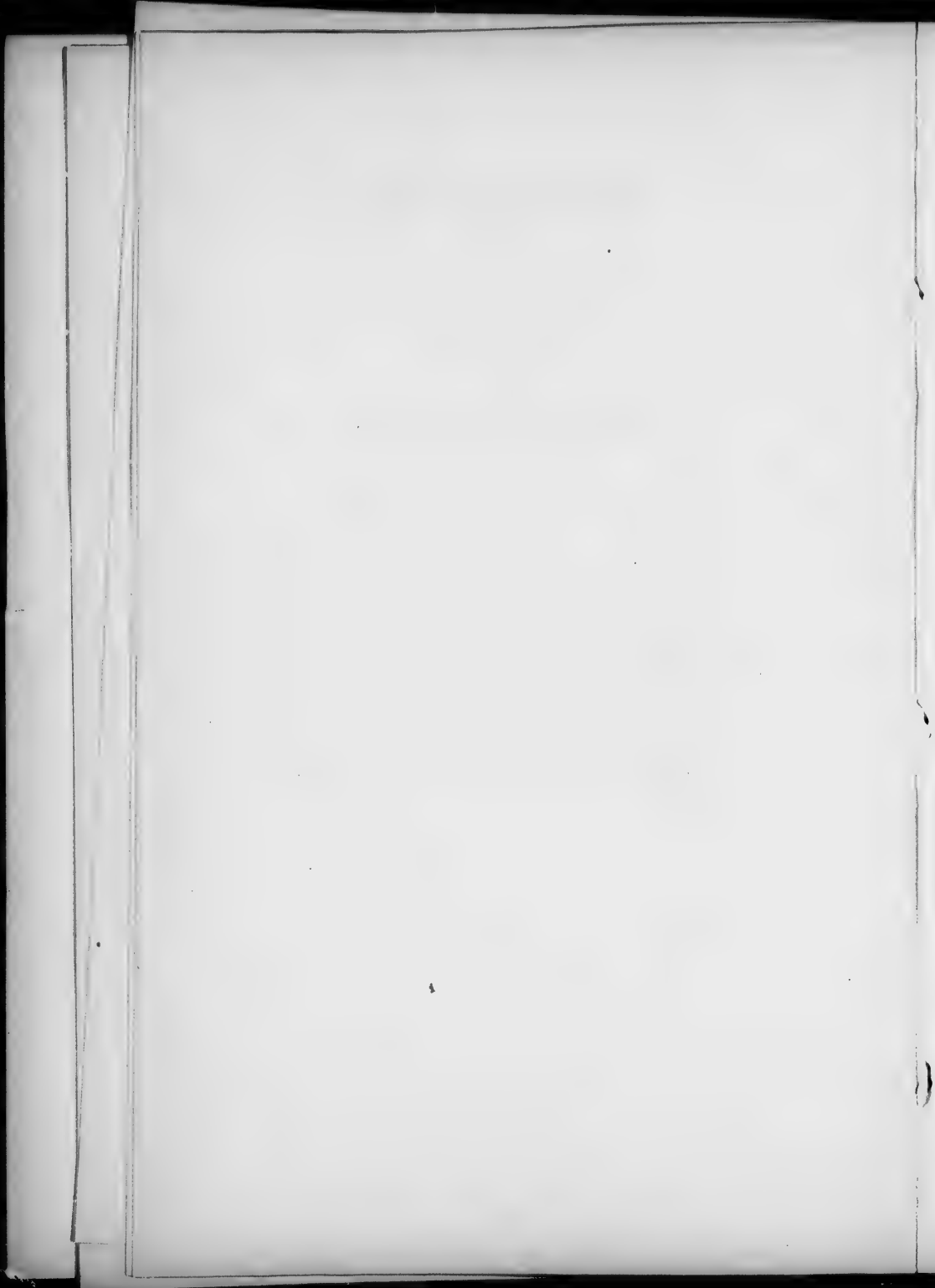
NATURAL SCIENCES.

THIRD YEAR.

CRYPTOGAMIC BOTANY.

Examiner: J. J. MACKENZIE, B.A.

1. Describe fully the structure and methods of reproduction in the Siphonaeae.
2. Describe minutely the reproduction of the Brown Sea Weeds.
3. Give a complete account of the structure and development of the thallus of Chara.
4. Describe fully the structure and methods of reproduction of Penicillium.
5. Give a full description of the histology of Equisetum.



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ANNUAL EXAMINATIONS : 1891.

SECOND YEAR.

ELEMENTS OF CYRSTALLOGRAPHY.

HONORS.

Examiner: F. G. WAIT, M.A.

1. Define the following terms as used in crystallography:

Crystal, holohedral form, pyramid, dome, basal plane, dimorphism, brachydome, primary form.

2. To what agencies do crystals owe their origin ?

Which have you seen in operation ?

3. Law of Constancy of Interfacial Angles :

State, and give examples of this law.

4. State the Law of Symmetry.

What different forms may result when modifications take place in crystals in accordance with it ?

5. Describe the holohedral forms of the rhombic system, and show by diagram the position of the various geometrical elements of the crystals of this system.

Name six minerals belonging to this system.

6. Name the more common irregularities met with in crystals.

7. Name the forms present in the following combinations :

(a) Rhombic Dodecahedron with its four-planed angles truncated ;

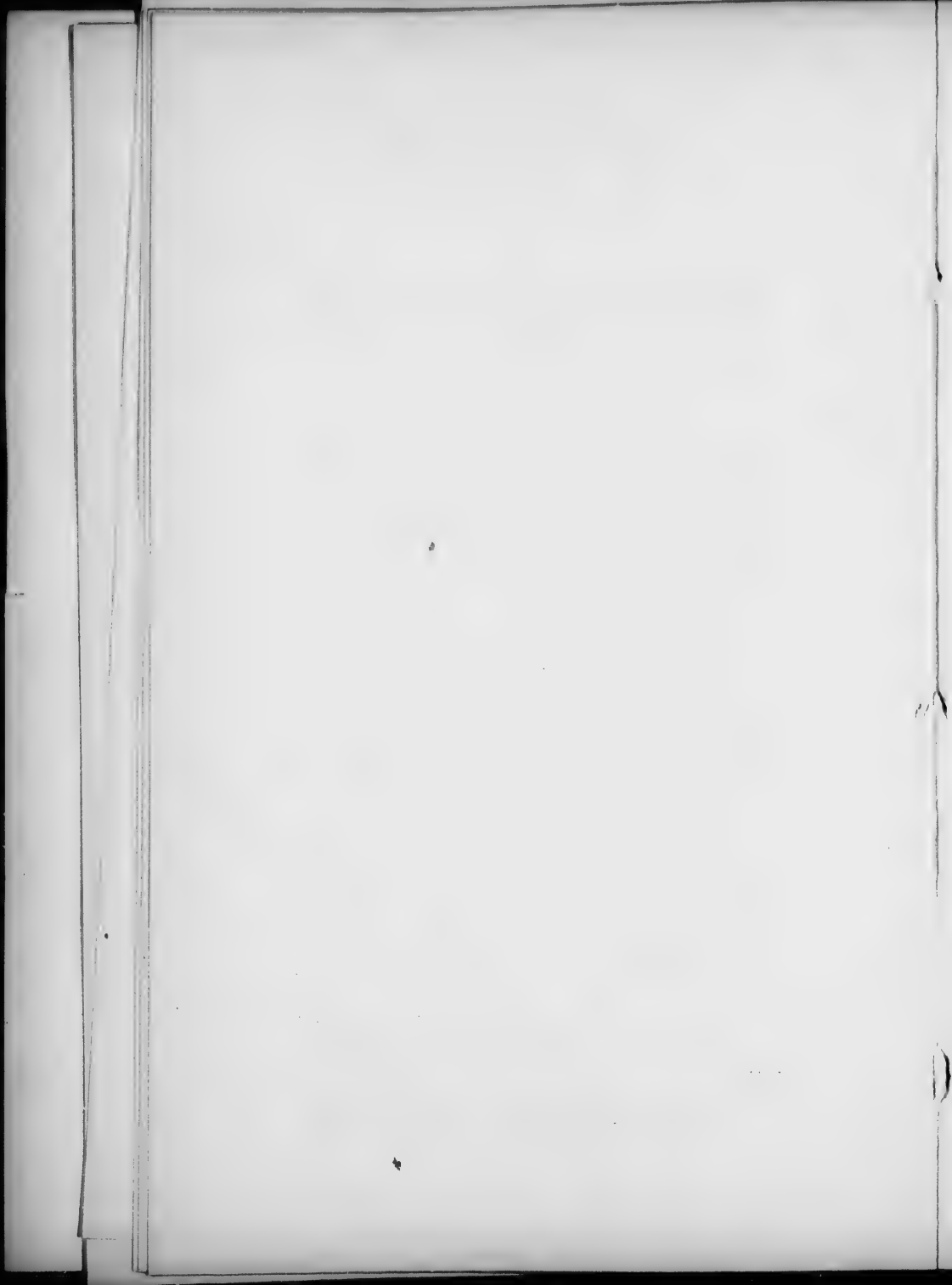
(b) Cube with angles replaced by three four-sided planes ;

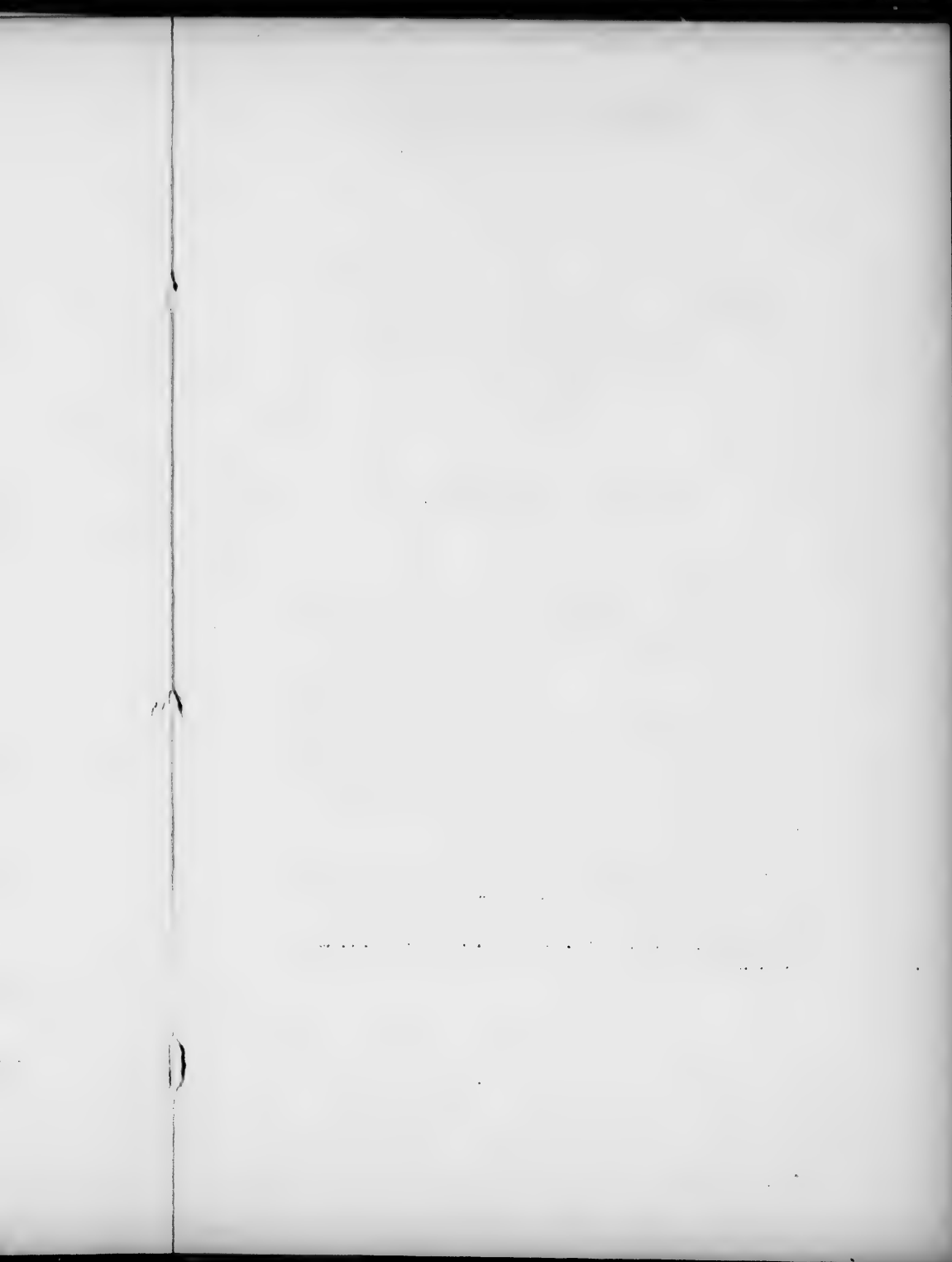
(c) Pyramidal Cube with its cube edges truncated ;

(d) Tetragonal Pyramid with all its edges truncated ;

(e) Hexagonal Pyramid with basal edges bevelled ;

(f) Rhombohedron with polar edges truncated.





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ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

DEPARTMENT OF CHEMISTRY AND MINER-
ALOGY.

PHYSICS.

HONORS.

Examiners: { A. C. MCKAY, B.A.
I. E. MARTIN, B.A.

1. Define *force*. What is a *dyne*?

A mass of 10 grammes is moving with a velocity of 100 cm. per second. What constant force acting on it for 10 seconds will reduce the mass to rest?

2. Define *energy*. State the principle of the *conservation of energy*.

Show that the kinetic energy of a mass m moving with velocity v , is $\frac{1}{2} m v^2$.

3. Shew how to measure the pressure at a point in a heavy liquid.

Find the pressure in dynes per square centimetre at a point one metre below the surface of water.

4. State the law connecting the pressure and volume of a gas under constant temperature.

Modify the statement of the law so as to include variations of temperature.

5. Describe and give the theory of any common form of Salimeter.

6. Classify the successive effects produced by the continuous application of heat to a piece of very cold ice.

The coefficient of linear expansion of glass being .0000085, find the coefficient of cubical expansion.

7. Define *temperature*, *absolute temperature*. Describe the method of graduating a centigrade thermometer.

Show how to make a thermometer that will register the highest temperature attained during a given period.

8. Define *latent heat*.

One kilogramme of steam at 100°C . is passed into 10 kilogrammes of water at 20°C ., giving a temperature of 76°C . Deduce the latent heat of vaporization.

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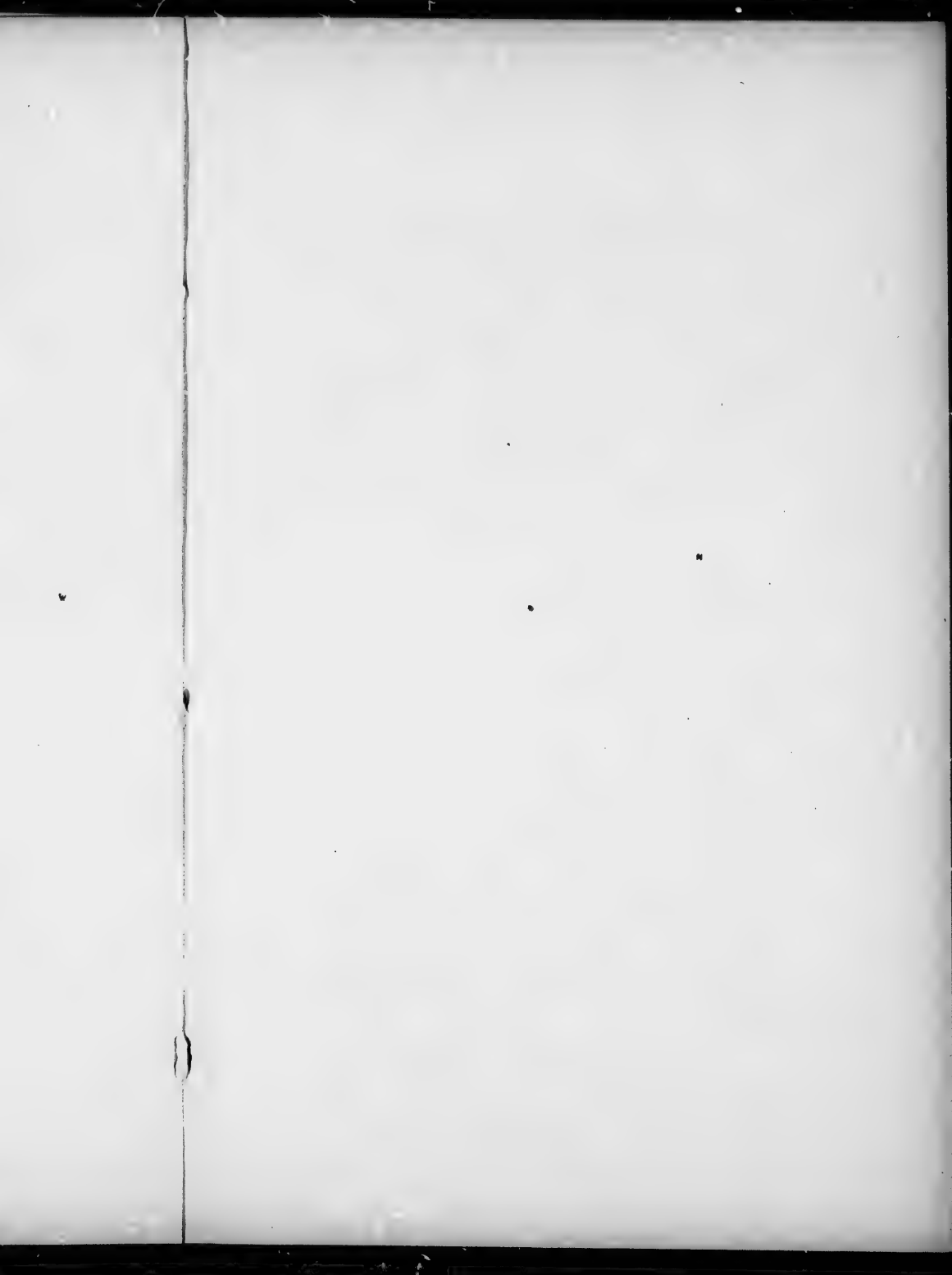
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ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

GEOLOGY AND PHYSICAL GEOGRAPHY. HONORS.

Examiner: F. G. WAIT, M.A.

1. What are the objects of geological research, and by what means does it proceed?

2. Briefly outline the various changes wrought upon rocks through the agency of air and of water.

3. Describe the following varieties of rocks, and state the composition of each:

Jasper, dolomite, gneiss, syenite, porphyry, chlorite, serpentine.

4. Of what strata are fossil remains of the following especially characteristic:

Reptiles, Cycads, Trilobites, Scorpions, Ferns, Graptolites, Ganoid Fishes, Marsupials, Insects?

5. Write a short description of the typical Palaeozoic rocks, having especial reference to their lithological character, and the principal fossils contained in them.

6. Enumerate, and briefly describe, with diagrams, six genera of plants occurring in the Carboniferous Formation. Give their botanical relations, and living representatives.

7. "During the Palaeozoic and Mesozoic ages, and the earlier epochs of the Caeozoic age, the entire surface of the globe appears to have possessed a warm and comparatively uniform temperature, resembling that which now prevails in inter-tropical regions....As

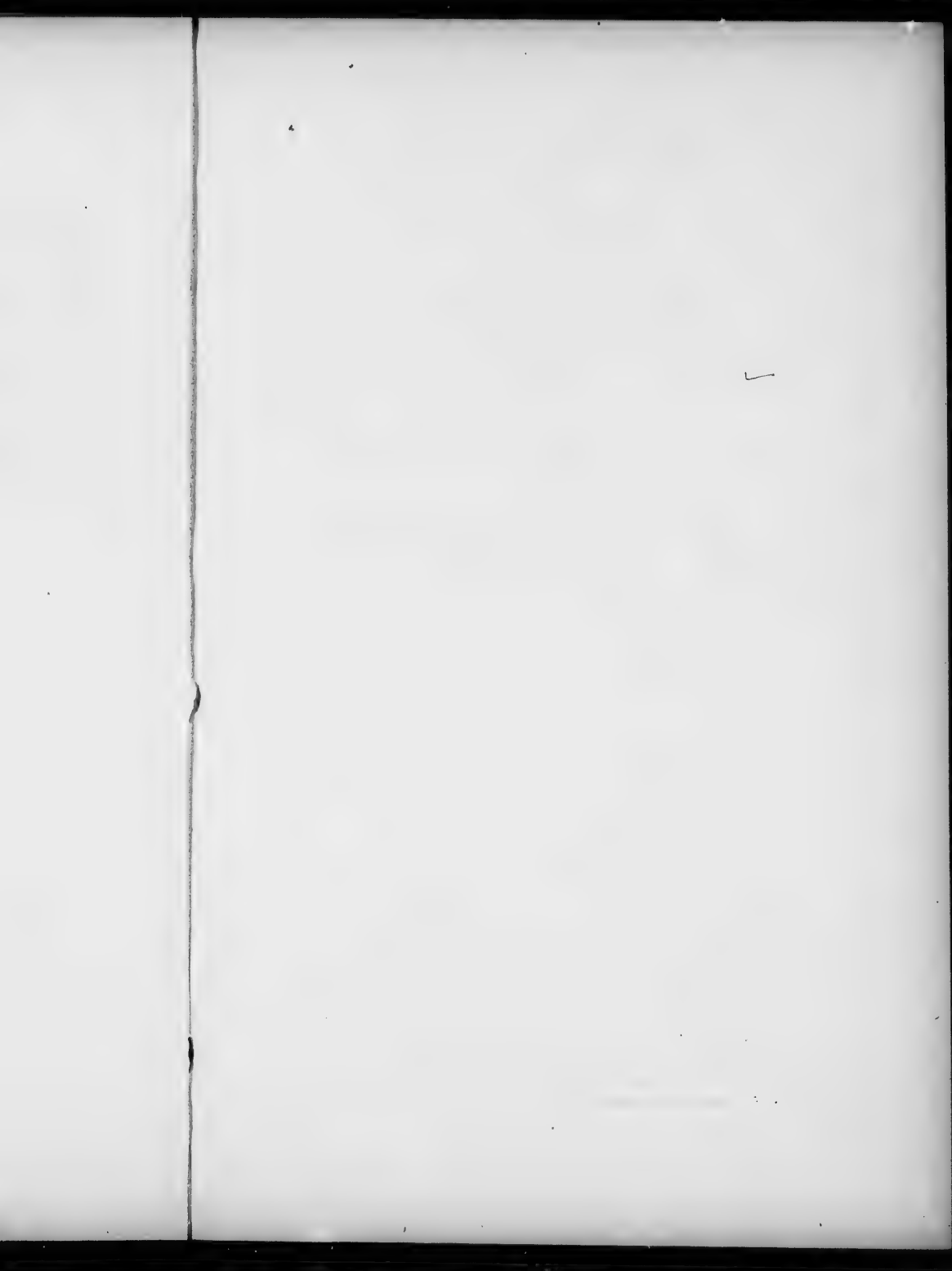
time passed on, a great climatic change appears to have crept slowly over all the northern portions of both the eastern and western continents. . . . Under its influence, the once warm climate gradually gave place to all the rigours of an Arctic winter."—*Chapman's Minerals and Geology of Ontario and Quebec*, pp. 206 and 207.

Upon what evidence do the above statements rest ?

What reasons have been assigned for the climatic change above referred to ?

8. Constant and Variable Winds :

Name the more notable examples of each of these classes, with their causes, and location.



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ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

CHEMISTRY AND MINERALOGY.

CALCULUS.

HONORS.

Examiners: { JOHN MCGOWAN, B.A.
ALFRED T. DELURY, B.A.

1. Explain what is meant by a function of a quantity.

What does the differential coefficient of a function of a variable quantity represent?

2. Prove the following:

$$dx^n = nx^{n-1} dx, duv = u dv + v du,$$

$$d \tan x = \sec^2 x dx, d \log x = \frac{dx}{x}.$$

3. Differentiate:

$$\log \frac{x}{x + \sqrt{x^2 + 1}}, x^x, (a^2 + x^2) \tan^{-1} \frac{x}{a}, xe^{\cos x}, \sin mx.$$

4. Assuming that $f(x+y)$ can be expanded in ascending powers of y , prove

$$f(x+y) = f(x) + y f'(x) + \frac{y^2}{2} f''(x) + \&c.$$

Expand $\log(1+x)$, $\cos x$, $\sin^{-1} x$.

5. Find the greatest right cylinder that can be cut from a right cone whose height is b , and the radius of whose base is a .

6. Find the equation of the tangent and normal to the curve $y = f(x)$.

Find them for the curve $a^2x = y(x-a)^2$ at the point $x = y = 2a$.

7. Obtain the ordinary expression for the radius of curvature of the curve $y = f(x)$ at the point (x, y) .

Find the radius of curvature of the curve $xy = m^2$ at the point whose abscissa is a .

8. Prove

$$\int_a^b f(x) dx = f(a) dx + f(a + dx) dx + \dots + f(b - dx) dx.$$

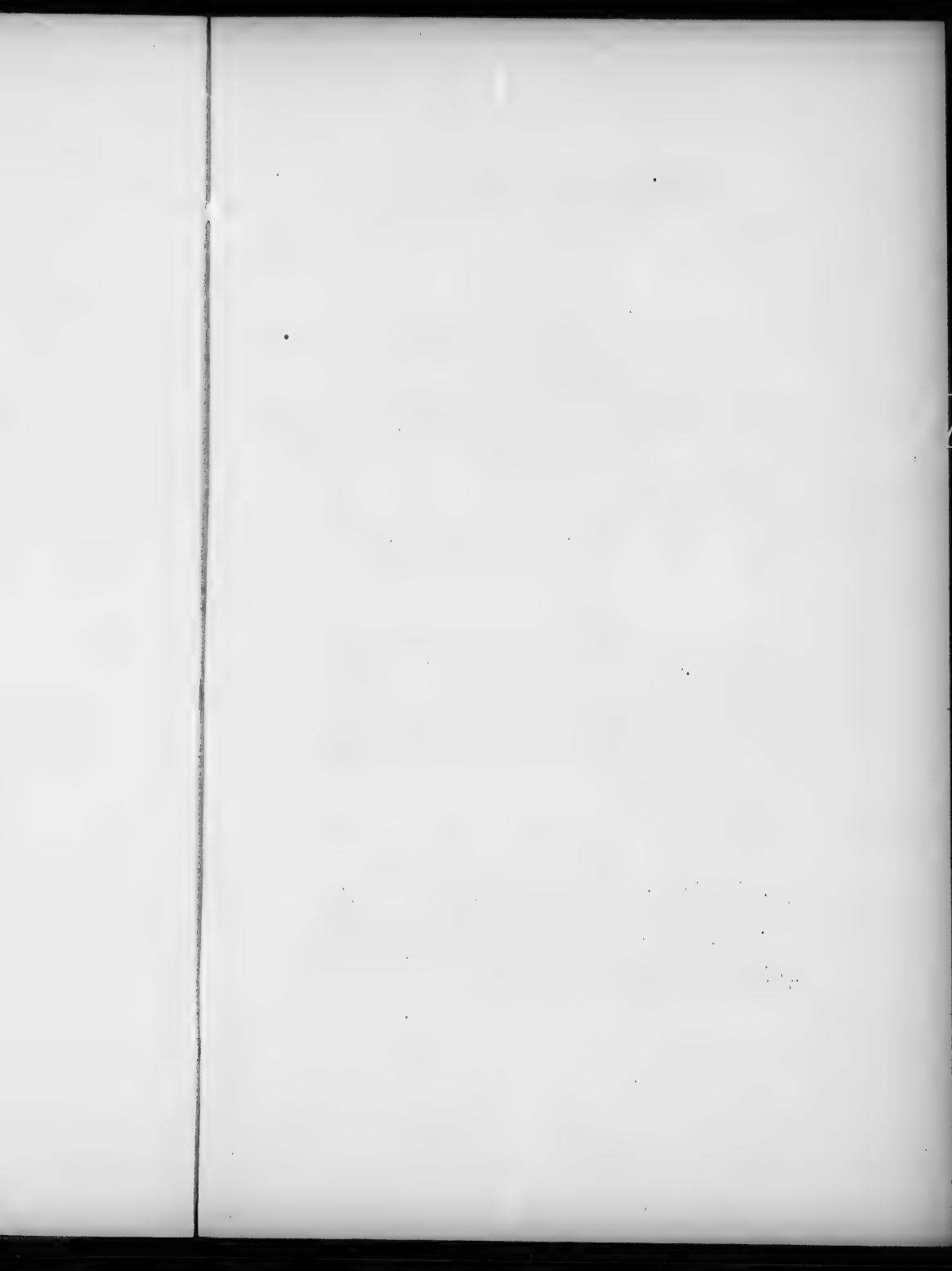
Find the values of $\int \cot x dx$, $\int x e^x dx$.

9. Find the area of the part of the circle $x^2 + y^2 = a^2$ between the limits $x = a$ and $x = b$.

Find also the volume generated by its revolution round the axis of x , and the surface of the zone so generated, the limits in each case being the same as before.

10. Find the centre of gravity of the area enclosed by the curve $y^2 = mx$ and the line $x = a$.

Find also the centre of gravity of volume generated by the revolution of the same curve around the axis of x , the limits being the same.



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ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

DEPARTMENT OF CHEMISTRY AND
MINERALOGY.

INORGANIC CHEMISTRY.

FIRST PAPER.

Examiners: { W. H. PIKE, M.A., Ph.D.
T. PROCTOR HALL, M.A., Ph.D.

1. The element Iodine is said to dissociate at high temperatures, the experimental density approaching that required by a molecule containing a single atom. From the following figures obtained by Victor Meyer at 1500°C . in an estimation of the density of iodine gas by his process, calculate the apparent molecular weight and the percentage of the molecules I_2 which have undergone dissociation.

0.0704 gram. iodine displaced 10.74cc. air measured at 720^{mm} and 13.8°C .

Give a short description of the apparatus used.

2. Explain the reasons which led chemists to assume that the atomic weight of tellurium was less than 128, before any review of its atomic weight had been made.

3. The molecule of ozone is thought to be O_3 . On what fact is this conclusion based?

4. Write equations for the following reactions :

- (a) Ammonium sodium phosphate is heated.
- (b) Nitric acid on ferrous sulphate and sulphuric acid.
- (c) Nitric acid on copper.
- (d) Sulphuric acid on copper.
- (e) Ferric sulphate is heated.
- (f) Sulphuric acid on thiosulphate of sodium.

5. 153.7cc of carbon dioxide are set free by the action of nitric acid on 0.976 gram. of a mixture of calcium and barium carbonates, measured at 14.5°C. and 749mm. Calculate composition of the mixture.

6. Give a *short* account of the chemistry of Sulphur and its compounds. Give the formula of chromium compounds, which justify its comparison with Sulphur.

7. From the data

$$[\text{C}, \text{O}] = 96900$$

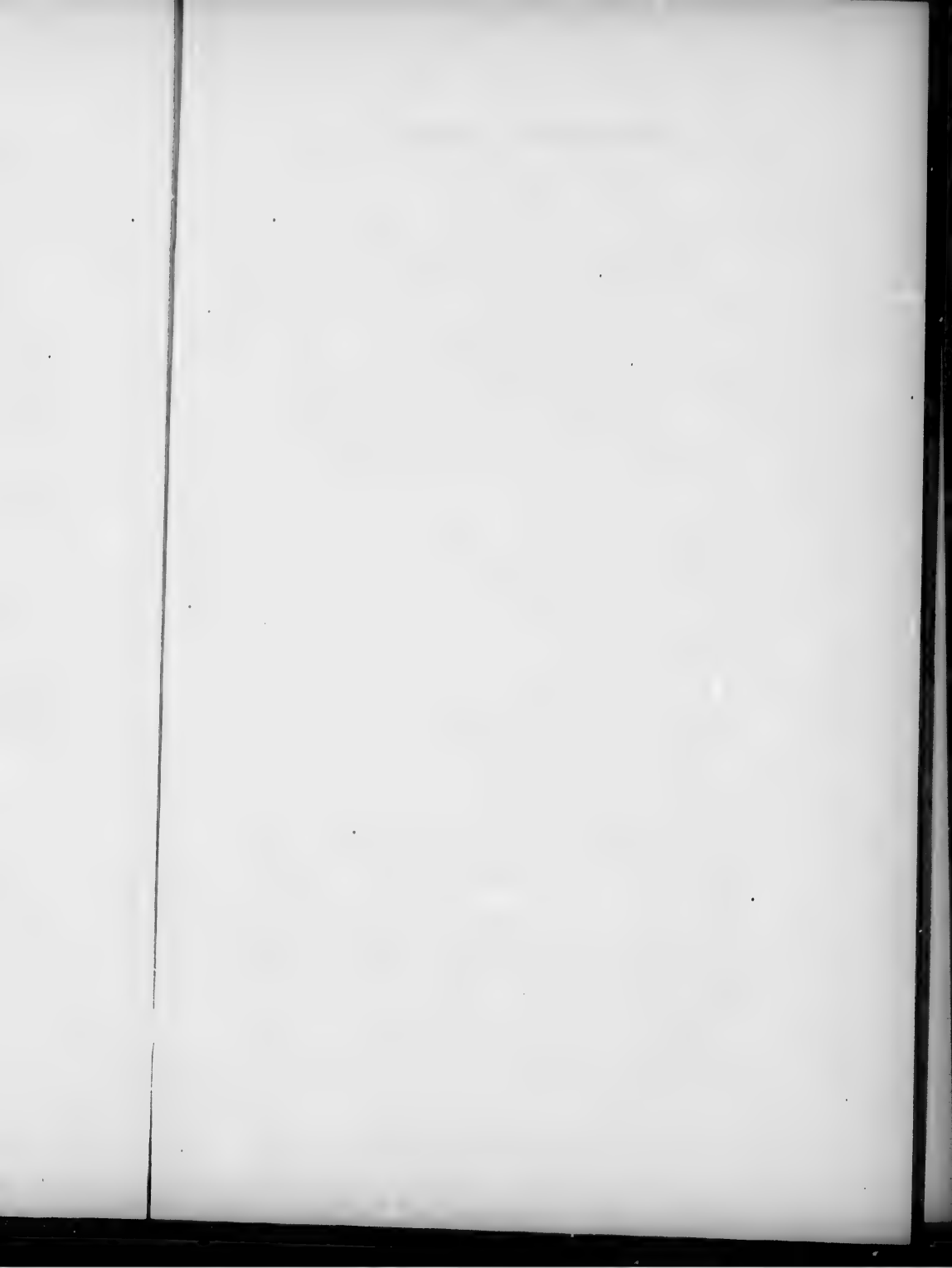
$$[\text{H}_2, \text{O}] = 68400$$

$$[\text{CH}_4, \text{O}] = 213500$$

Calculate the heat of formation of marsh gas.

How would you proceed to find the heat of vaporization of **C**?

8. Discuss the probability of the existence of the compounds Bi H_3 ; $\text{Br}_2 \text{ O}_3$; $\text{Ag}_2 \text{ Cl}_2$; Pb Cl_4 .



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ANNUAL EXAMINATIONS : 1891.

SECOND YEAR—SECOND PAPER.
CHEMISTRY AND MINERALOGY.

INORGANIC CHEMISTRY.

Examiners : { W. H. PIKE, M.A., Ph.D.
 { T. PROCTOR HALL, M.A., Ph.D.

1. Describe the preparation and properties of pure dry hydrogen iodide. Give equations for its action on nitric acid, and on acid solutions of chromic and permanganic acids respectively.

2. A mixture of nitrous oxide and nitric oxide are exploded with excess of hydrogen, and the contraction on explosion observed.

Volume of the mixture....	17.4 ^{cc}	} All at the same temperature and pressure.
After addition of hydrogen..	38.8 ^{cc}	
After explosion.....	17.55 ^{cc}	

From these data calculate the composition of the mixture, and its density in terms of air.

3. Why is the density of ammonium chloride said to be abnormal? Discuss fully the nature of the abnormality and the experimental evidence by which the suggested explanation as to its nature has been supported.

4. What facts led chemists to assume the existence of the element fluorine, before it had been isolated in the elementary form? What properties would you expect the element to have from its position in Mendelejeff's classification?

5. Write a short account of the chemistry of iron and its compounds.

6. How may cobalt be detected in qualitative analysis? Write equations for each reaction used in the detection.

7. "Charcoal does not assume the form of a permanently elastic fluid which one would expect of a very light element." DALTON, 1810.

How far are the properties, chemical and physical, of the elements considered to depend upon the atomic weight of the present time?

8. A current of electricity is passed through a series of vessels containing silver nitrate, copper sulphate, and dilute sulphuric acid respectively. What weight of copper, and what volume of mixed oxygen and hydrogen measured at 16.4°C and 752^{mm} will be set free for each 1 gram. of silver deposited?

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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

GREEK.

Examiners: { MAURICE HUTTON, M.A.
G. A. H. FRASER, M.A.

* * Candidates are cautioned against confining their attention to either one of the two authors. No Candidate will pass who omits the questions on parsing and syntax. In explaining the syntax of verbs explain always the reason of its mood, and in parsing aorists distinguish between first and second.

Candidates are requested to fold their papers on the two authors separately, and write "Xenophon" "Aristophanes" on the back before placing them in the envelope.

XENOPHON: MEMORABILIA, II., III., IV.

1. Translate carefully:

- (a) "Ἰτέον ἂν εἴη θεασομένους," ἔφη ὁ Σωκράτης· "οὐ γὰρ δὴ ἀκούσασί γε τὸ 'λόγου κρείττον' ἔστι καταμαθεῖν." Καὶ ὁ διηγησάμενος, "Οὐκ ἂν φθάνοιτ'," ἔφη. "ἀκολουθοῦντες."
- (b) "Αἰσχροὺν δὲ καὶ τὸ διὰ τὴν ἀμέλειαν γηρᾶσαι πρὶν ἰδεῖν ἑαυτὸν, ποῖος ἂν κάλλιστος καὶ κράτιστος τῷ σώματι γένοιτο· ταῦτα δὲ οὐκ ἔστιν ἰδεῖν ἀμελοῦντα· οὐ γὰρ ἐθέλει αὐτόματα γίνεσθαι,"
- Ὀργιζομένου δὲ ποτὲ τινος, ὅτι προσειπὼν τινα χαίρειν οὐκ ἀντιπροσερρήθη, "Γελοῖον," ἔφη, "τὸ, εἰ μὲν τὸ σῶμα κάκιον ἔχοντι ἀπήνησάς τῳ, μὴ, ἂν ὀργίζεσθαι· ὅτι δὲ τὴν ψυχὴν ἀγροικότερως διακεῖμεν ὧφ περιέτυχες, τοῦτό σε λυπεῖ."
- Ἄλλον δὲ λέγοντος, ὅτι ἀηδῶς ἐσθίοι, "'Ακουμένος," ἔφη, "τούτου φάρμακον ἀγαθὸν διδάσκει." Ἐρομένου δὲ, "Ποῖον;" "Παύσασθαι ἐσθίοντα," ἔφη· "καὶ ἡδιὸν τε καὶ εὐτελέστερον καὶ ὑγιεινότερον," [φησὶ,] "διάξειν παυσάμενον."

"Αλλου δ' αὖ λέγοντος, ὅτι θερμὸν εἴη παρ' ἐαυτῷ τὸ ὕδωρ, δὲ πῖνοι, "Ὅταν ἄρ'," ἔφη, "βούλη θερμῷ λούσασθαι, ἕτοιμον ἔσται σοι." "Ἄλλὰ ψυχρὸν," ἔφη, "ὥστε λούσασθαι, ἐστίν."

- (c) Εἰ δέ τις, ὅτι, φάσκοντος αὐτοῦ τὸ δαιμόνιον ἐαυτῷ προσημαίνειν ἃ τε δέοι καὶ ἃ μὴ δέοι ποιεῖν, ὑπὸ τῶν δικαστῶν κατεγνώσθη θάνατος, οἶεται αὐτὸν ἐλέγχεσθαι περὶ τοῦ δαιμονίου ψευδόμενον, ἐννοησάτω πρῶτον μὲν, ὅτι οὕτως ἤδη τότε πόρρω τῆς ἡλικίας ἦν, ὥστ', εἰ καὶ μὴ τότε, οὐκ ἂν πολλῷ ὕστερον τελευτήσαι τὸν βίον· εἴτα ὅτι τὸ μὲν ἀχθεινότατον τοῦ βίου καὶ ἐν ᾧ πάντες τὴν διάνοιαν μειοῦνται ἀπέλειπεν· ἀντὶ δὲ τούτου τῆς ψυχῆς τὴν ῥώμην ἐπιδειξάμενος εὐκλείαν προσεκτίσατο, τὴν τε δίκην πάντων ἀνθρώπων ἀληθέστατα καὶ ἐλευθεριώτατα καὶ δικαιοτάτα εἰπὼν, καὶ τὴν κατάγνωσιν τοῦ θανάτου πρῶτα καὶ ἀνδρωδέστατα ἐνεγκών.

2. Parse and explain the syntax of :

(a) ἰτέον, θεασομένους, ἀκούσασί, τὸ, λόγου, φθά-
νοιτε.

(b) ἐαυτὸν, ἀμελοῦντα, αὐτόματα, τῷ, μὴ ἂν ὀργίζε-
σθαι, τὴν ψυχὴν, ἐσθίουτα.

(c) τις, κατεγνώσθη, θάνατος, ἐννεγηάτω, οὐκ ἂν, τελευτήσαι, τὴν διάνοιαν, προσεκτίσατο (what is the force of the *προς*) δίκην, ἐνεγκών.

HONORS ONLY.

3. Point out any discussions in these books in which Socrates holds an attitude different to that attributed to him on the same subject (1) by Plato in the Republic, (2) by Aristophanes in the Clouds.

4. *προσημαίνειν ἃ τε δέοι καὶ ἃ μὴ δέοι κ.τ.λ.* (c). How does this passage compare with Plato's account?

ARISTOPHANES: CLOUDS.

I. Translate :

- (a) ἔλθετε δὴτ', ὦ πολυτίμητοι Νεφέλαι, τῷδ' εἰς ἐπί-
δειξιν·
εἴτ' ἐπ' Ὀλύμπου κορυφαῖς ἱεραῖς χιονοβλήτοις
κάθησθε,
εἴτ' Ὀκεανοῦ πατρὸς ἐν κήποις ἱερὸν χορὸν ἔστατε
Νύμφαις,
εἴτ' ἄρα Νείλου προχοαῖς ὑδάτων χρυσέαις ἀρύεσθε
πρόχουσιν,

ἡ Μαιῶτιν λίμνην ἔχει· ἡ σκόπελον νιφέντα Μί-
μαντος·
ὑπακούσατε δεξάμεναι θυσίαν καὶ τοῖς ἱεροῖσι χαρεῖ-
σαι.

- (b) ἀλλ' οὐδ' ὥς ὑμῶν ποθ' ἔκων προδώσω τοὺς δεξιούς.
ἐξ ὅτου γὰρ ἐνθάδ' ὑπ' ἀνδρῶν, οἷς ἡδὺ καὶ λέγειν,
ὁ σώφρων τε χῶ καταπύγων ἄριστ' ἠκουσάτην,
κἀγὼ, παρθένος γὰρ ἔτ' ἦ, κοῦκ ἐξῆν πῶ μοι τεκεῖν,
ἐξέθηκα, παῖς δ' ἑτέρα τις λαβοῦσ' ἀνείλετο,
ὑμεῖς δ' ἐξεθρέψατε γενναίως καὶ παιδεύσατε·
ἐκ τούτου μοι πιστὰ παρ' ὑμῖν γνώμης ἔσθ' ὄρκια.
νῦν οὖν Ἥλέκτραν κατ' ἐκείνην ἥδ' ἡ κομψοδία
ζητοῦσ' ἦλθ', ἣν που 'πιτύχη θεαταῖς οὔτω σοφοῖς·
γνώσεται γὰρ, ἥνπερ ἴδῃ, τὰδελφοῦ τὸν βόστρυχον.

- (c) λέξω τοίνυν τὴν ἀρχαίαν παιδείαν, ὡς διέκειτο,
ὅτ' ἐγὼ τὰ δίκαια λέγων ἤνθουν καὶ σωφροσύνην νεό-
μιστο.

πρῶτον μὲν ἔδει παιδὸς φωνὴν γρύξαντος μηδὲν
ἀκούσαι·

εἰτα βαδίζειν ἐν ταῖσιν ὁδοῖς εὐτάκτως εἰς κιθαριστοῦ
τοὺς κ'υμήτας γυμνοὺς ἀθρόους, κεῖ κριμνώδη κα-
τανίφοι.

εἰτ' αὖ προμαθεῖν ἄσμ' ἐδίδασκεν, τῷ μὴρῷ μὴ ξυνέ-
χοντας,

ἡ Παλλάδα περσέπολιν δεινὰν, ἡ Τηλέπορόν τι βόαμα,
ἐντειναμένους τὴν ἁρμονίαν, ἣν οἱ πατέρες παρέδωκαν.

II. Parse and explain the construction of :

- (a) τῷδ', ὑδάτων, πρόχουσιν, χαρεῖσαι ; (b) ὅτου,
ἀνείλετο, 'πιτύχη ; (c) κιθαριστοῦ, κατανίφοι.

III. (a) Explain why the Chorus is an incongruous
element in Comedy ; account for its presence, and for
the need of the so-called Attachment of the Chorus.

(b) Write brief explanatory notes upon : ὁ σώφρων
τε χῶ καταπύγων : παρθένος γὰρ . . . τεκεῖν : παῖς δ'
ἑτέρα . . . ἀνείλετο : νῦν οὖν Ἥλέκτραν . . . βόστρυχον.

(c) Scan the second line in extract (c), naming
the metre, and accounting for its use in this passage.
Whom are the Just and the Unjust Cause probably
intended to personify ? Give reasons for your answer.

IV. Who were the Sophists with whom Aristophanes
identifies Socrates ? Were there any grounds for such
identification ? Discuss concisely the justice of the
charges brought by Aristophanes against the new
educational system.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

GREEK.

HONORS.

Examiner: MAURICE HUTTON, M.A.

SOPHOCLES, AJAX; ARISTOPHANES, ACHARNIANS;
THUCYDIDES, VII.

1. Translate carefully, with notes where necessary:

- (a) καὶ τὸν μὲν ἦστο πλείστον ἄφθογγος χρόνον·
ἔπειτ' ἐμοὶ τὰ δειν' ἐπηπείλησ' ἔπη,
εἰ μὴ φανοίην πᾶν τὸ συντυχὸν πάθος,
κάνηρετ' ἐν τῷ πράγματος κυροὶ ποτέ.
κἀγὼ, φίλοι, δείσασα τοῦ χειρᾶσμένον
ἔλεξα πᾶν ὅσον περ ἐξηπιστάμην.
ὁ δ' εὐθὺς ἐξώμωξεν οἰμωγὰς λυγρὰς,
ὡς οὐ ποτ' αὐτοῦ πρόσθεν εἰσήκουσ' ἐγώ.
πρὸς γὰρ κακοῦ τε καὶ βαρυψύχου γόους
τοιούσδ' αἰεί ποτ' ἀνδρὸς ἐξηγεῖτ' ἔχειν·
ἀλλ' ἀψόφητος ὄξενον κοκυμάτων
ὑπεστέναξε ταῦρος ὡς βρυχώμενος.

- (b) TET. ἐγὼ δέ γ' ἀνδρ' ὅπωπα μωρίας πλέων,
ὃς ἐν κακοῖς ὕβριζε τοῖσι τῶν πέλας·
κἄτ' αὐτὸν εἰσιδὼν τις ἐμπερὴς ἐμοὶ
ὀργήν θ' ὅμοιος εἶπε τοιούτου λόγον,
ἀνθρωπε, μὴ δρᾷ τοὺς τεθνηκότας κακῶς·
εἰ γὰρ ποιήσεις, ἴσθι πημανούμενος.
τοιαῦτ' ἀνολβον ἀνδρ' ἐνουθέτει παρών.
ὁρῶ δέ τοι νῦν, κἄστιν, ὡς ἐμοὶ δοκεῖ,
οὐδεὶς ποτ' ἄλλος ἢ σύ. μῶν ἡνιξάμην;
ME. ἄπειμι· καὶ γὰρ αἰσχυρὸν, εἰ πύθοιτό τις
λόγοις κολάζειν ᾧ βιάζεσθαι πᾶρῃ.

- (c) ΔΙ. *στυγῶν μὲν ἄστυ, τὸν δ' ἐμὸν δῆμον ποθῶν,
δς οὐδεπώποτ' εἶπεν, ἀνθρακας πρῶω,
οὐκ ὄξος, οὐκ ἔλαιον, οὐδ' ἤδη πρῶω,
ἀλλ' αὐτὸς ἔφερε πάντα χῶ πρῶων ἀπῆν.
νῦν οὖν ἀτεχνῶς ἤκῳ παρσκευασμένος
βοᾶν, ὑποκρούειν, λοιδορεῖν τοὺς ῥήτορας,
εἴαν τις ἄλλο πλὴν περὶ εἰρήνης λέγῃ.
ἀλλ' οἱ πρυτάνεις γὰρ οὗτοι μεσημβρινοί.
οὐκ ἡγόρευόν; τοῦτ' ἐκεῖν' οὐγὰρ ἔλεγον'
εἰς τὴν προεδρίαν πᾶς ἀνὴρ ὥστίζεται.*
- (d) *Οὐδέποτ' ἐγὼ Πόλεμον οἶκαδ' ὑποδέξομαι,
οὐδὲ παρ' ἐμοί ποτέ τὸν Ἀρμόδιον ἄσεται
ζυγκατακλινεῖς, ὅτι παροίνιος ἀνὴρ ἔφν,
ὅστις ἐπὶ πάντ' ἀγάθ' ἔχοντας ἐπικωμάσας,
εἰργάσατο πάντα κακὰ κἀνέτρεπε κἀέχει,
κάμάχετο, καὶ προσέτι πολλὰ προκαλουμένου.
πῖνε, κατὰκεισο, λαβέ τήνδε φιλοτησίαν,
τὰς χάρακας ἦπτε πολὺ μᾶλλον ἐν τῷ πυρὶ,
ἐέχει θ' ἡμῶν βίᾳ τὸν οἶνον ἐκ τῶν ἀμπέλων.
ἐπτέρωται τ' ἐπὶ τὸ δεῖπνον ἅμα καὶ μεγάλα διή
φρουεῖ,
τοῦ βίου δ' ἐξέβαλε δείγμα τάδε τὰ πτερὰ πρὸ
τῶν θυρῶν.
ὦ Κύπριδι τῇ καλῇ καὶ Χάρισι ταῖς φίλαις ξύν-
τροφε Διαλλαγῇ,
ὥς καλὸν ἔχουσα τὸ πρόσωπον ἄρ' ἐλάνθανες.*
- (e) *Καὶ μετὰ ταῦτα ἐτείχιζον οἱ Συρακόσιοι καὶ οἱ
ξύμμαχοι διὰ τῶν Ἐπιπολῶν ἀπὸ τῆς πόλεως ἀρξά-
ντοι πρὸς τὸ ἐγκάρσιον τεῖχος ἀπλοῦν, ὅπως οἱ
Ἀθηναῖοι, εἰ μὴ δύναιντο κωλύσαι, μηκέτι οἰοί τε
ὡςιν ἀποτείχισαι. καὶ οἱ τε Ἀθηναῖοι ἀναβεβήκεσαν
ἤδη ἄνω, τὸ ἐπὶ θαλάσση τεῖχος ἐπιτελέσαντες, καὶ
ὁ Γύλιππος, ἦν γάρ τι τοῖς Ἀθηναίοις τοῦ τεύχους
ἀσθενὲς, νυκτὸς ἀναλαβὼν τὴν στρατιὰν ἐπήγει πρὸς
αὐτό. οἱ δ' Ἀθηναῖοι, ἔτυχον γὰρ ἔξω αὐλιζόμενοι,
ὥς ἥσθοντο, ἀντεπήρσαν.*
- (f) *Συνανέπειθε δὲ καὶ ὁ Ἑρμοκράτης οὐχ ἡκιστα τοῦ
ταῖς ναυσὶ μὴ ἀθυμεῖν ἐπιχειρήσειν πρὸς τοὺς Ἀθη-
ναίους, λέγων οὐδὲ ἐκείνους πᾶτριον τὴν ἐμπειρίαν
οὐδὲ αἰδῖον τῆς θαλάσσης ἔχειν, ἀλλ' ἡπειρώτας
μᾶλλον τῶν Συρακοσίων ὄντας καὶ ἀναγκασθέντας
ὑπὸ Μήδων ναυτικούς γενέσθαι. καὶ πρὸς ἄνδρας
τολμηροὺς οἴους καὶ Ἀθηναίους τοὺς ἀντιτολμῶντας
χαλεπωτάτους [ἀν] αὐτοῖς φαίνεσθαι' ὅ γὰρ ἐκείνοι
τοὺς πέλας, οὐ δυνάμει ἔστιν ὅτε προὔχοντες, τῷ δὲ*

θρασει ἐπιχειροῦντες καταφοβοῦσι, καὶ σφᾶς ἂν τὸ αὐτὸ ὁμοίως τοῖς ἐναντίοις ὑποσχεῖν. καὶ Συρακοσίους εὖ εἶδέναι ἔφη τῷ τολμῆσαι ἀπροσδοκῆτως πρὸς τὸ Ἀθηναίων ναυτικὸν ἀντιστῆναι πλὴν τι διὰ τὸ τοιοῦτον ἐκπλαγέντων αὐτῶν περιεσομένους ἢ Ἀθηναίους τῇ ἐπιστήμῃ τὴν Συρακοσίων ἀπειρίαν βλάψοντας. ἵεναι οὖν ἐκέλευεν εἰς τὴν πείραν τοῦ ναυτικοῦ καὶ μὴ ἀποκνεῖν.

2. (a) Parse φανοίην, τῷ πράγματι.

(b) Parse κᾶτ', μῶν, φῶ, παρῇ.

(c) Parse πρῶν, ἥδη. Note the different uses of ἀλλὰ...γάρ, ὅστις.

(d) Parse φιλοτησίαν, ἐπτέρωται.

(e) Explain the direction and position of the τείχος ἀπλουν here referred to, and the meaning of the phrase ἀναβεβήκεσαν ἤδη ἄνω, τὸ ἐπὶ θαλάσση. κ.τ.λ. What portion of the Athenian wall is Gylippus here attacking by this night march? What is the meaning of ἔξω αὐλιζόμενοι?

(f) Comment on σφᾶς, ὑποσχεῖν.

3. What are the difficulties in this book connected with the use of the words: (1) κύκλος, (2) Εὐρυηλος, (3) συνετείχισαν τὸ λοιπὸν τοῖς Συρακοσίοις μέχρι τοῦ ἐγκαρσίου τείχους?

4. What are (a) the assertions made by Nicias in this book in reference to the unsoldierly qualities of the Athenian army? (b) the evidence furnished by the text to the justice of his words?

University of Toronto.

ANNUAL EXAMINATIONS, 1891.

THIRD YEAR.

GREEK.

HONORS.

Examiner: MAURICE HUTTON, M.A.

ARISTOTLE, ETHICS, I-IV.

1. Translate carefully, with notes where necessary:

(α) Μεγαλόψυχος μὲν οὖν ὁ εἰρημένος. 'Ο γὰρ μικρῶν ἄξιος καὶ τούτων ἄξιον ἑαυτὸν σώφρων, μεγαλόψυχος δ' οὐ ἐν μεγέθει γὰρ ἡ μεγαλοψυχία, ὥσπερ καὶ τὸ κάλλος ἐν μεγάλῳ σώματι, οἱ μικροὶ δ' ἄστειοι καὶ σύμμετροι, καλοὶ δ' οὐ. 'Ο δὲ μεγάλων ἑαυτὸν ἄξιον ἀνάξιος ὢν χαῖνος· ὁ δὲ μειζόνων ἡ ἄξιος οὐ πᾶς χαῖνος. 'Ο δ' ἐλαττόνων ἡ ἄξιος μικρόψυχος, εἴαν τε μεγάλων εἴαν τε μετρίων, εἴαν τε καὶ μικρῶν ἄξιος ὢν ἔτι ἐλαττόνων αὐτὸν ἄξιοι. Καὶ μάλιστα ἂν δόξειεν ὁ μεγάλων ἄξιος· τί γὰρ ἂν ἐποίει, εἰ μὴ τοσούτων ἦν ἄξιος; 'Ἔστι δὲ ὁ μεγαλόψυχος τῷ μὲν μεγέθει ἄκρος, τῷ δὲ ὡς δεῖ μέσος· τοῦ γὰρ κατ' ἀξίαν αὐτὸν ἄξιοι. Οἱ δ' ὑπερβάλλουσι καὶ ἐλλείπουσιν. Εἰ δὲ δὴ μεγάλων ἑαυτὸν ἄξιοι ἄξιος ὢν, καὶ μάλιστα τῶν μέγιστων, περὶ ἐν μάλιστα ἂν εἴη. 'Η δ' ἀξία λέγεται πρὸς τὰ ἐκτὸς ἀγαθὰ. Μέγιστον δὲ τοῦτ' ἂν θείημεν ὁ τοῖς θεοῖς ἀπονέμεμεν, καὶ οὐ μάλιστ' ἐφίενται οἱ ἐν ἀξιώματι, καὶ τὸ ἐπὶ τοῖς καλλίστοις ἀθλοῖν. Τοιοῦτον δ' ἡ τιμὴ μέγιστον γὰρ δὴ τοῦτο τῶν ἐκτὸς ἀγαθῶν. Περὶ τιμᾶς δὲ καὶ ἀτιμίας ὁ μεγαλόψυχός ἐστιν ὡς δεῖ. Καὶ ἄνευ δὲ λόγου φαίνονται οἱ μεγαλόψυχοι περὶ τιμὴν εἶναι τιμῆς γὰρ μάλισθ' οἱ μεγάλοι ἀξιούσιν ἑαυτοὺς, κατ' ἀξίαν δέ. 'Ο δὲ μικρόψυχος ἐλλείπει καὶ πρὸς ἑαυτὸν καὶ πρὸς τὸ τοῦ μεγαλοψύχου ἀξίωμα. 'Ο δὲ χαῖνος πρὸς ἑαυτὸν μὲν ὑπερβάλλει, οὐ μὴν τὸν γε μεγαλόψυχον.

Ethics, IV.

(b) Περὶ τὰς τοιαύτας δὴ ἡδονὰς ἡ σωφροσύνη καὶ ἡ ἀκολασία ἐστὶν ὧν καὶ τὰ λοιπὰ ζῆα κοινωνεῖ, ὅθεν ἀνδραποδώδεις καὶ θηριώδεις φαίνονται· αὗται δ' εἰσὶν ἀφῆ καὶ γεύσεις. Φαίνονται δὴ καὶ τῇ γεύσει ἐπὶ μικρὸν ἢ οὐθὺν χρῆσθαι· τῆς γὰρ γεύσεως ἐστὶν ἡ κρίσις τῶν χυμῶν, ὅπερ ποιοῦσιν οἱ τοὺς οἶνους δοκιμάζοντες καὶ τὰ ὄψα ἀρτύοντες· οὐ πάνυ δὲ χαίρουσι τούτοις, ἢ οὐχ οἳ γε ἀκόλαστοι, ἀλλὰ τῇ ἀπολαύσει, ἡ γίνεται πᾶσα δι' ἀφῆς καὶ ἐν σιτίοις καὶ ἐν ποτοῖς. Διὸ καὶ ἡὔξατό τις ὀψοφάγος ὦν τὸν φάρυγγα αὐτῷ μακρότερον γεράνου γενέσθαι, ὥς ἡδόμενος τῇ ἀφῇ. Κοινοτάτη δὴ τῶν αἰσθήσεων καθ' ἣν ἡ ἀκολασία· καὶ δόξειεν ἂν δικαίως ἐπινειδιστος εἶναι, ὅτι οὐχ ἢ ἄνθρωποι ἐσμεν ὑπάρχει, ἀλλ' ἢ ζῆα. Τὸ δὴ τοιούτοις χαίρειν καὶ μάλιστα ἀγαπᾶν θηριώδες.

Ibid., III.

(c) Τριῶν γὰρ ὄντων τῶν εἰς τὰς αἵρέσεις καὶ τριῶν τῶν εἰς τὰς φυγὰς, καλοῦ συμφέροντος ἡδέος, καὶ τριῶν τῶν ἐναντίων, αἰσχροῦ βλαβεροῦ λυπηροῦ, περὶ πάντα μὲν ταῦτα ὁ ἀγαθος κατορθωτικός ἐστὶν ὁ δὲ κακὸς ἀμαρτητικός, μάλιστα δὲ περὶ τὴν ἡδονήν· κοινὴ τε γὰρ αὕτη τοῖς ζῴοις, καὶ πᾶσι τοῖς ὑπὸ τὴν αἵρεσιν παρακολουθεῖ· καὶ γὰρ τὸ καλὸν καὶ τὸ συμφέρον ἡδὺ φαίνεται. Ἔτι δ' ἐκ νηπίου πᾶσιν ἡμῖν συντέθραπται· διὸ χαλεπὸν ἀποτρίψασθαι τοῦτο τὸ πάθος ἐγκεχωσμένον τῇ βίῃ. Κανονίζομεν δὲ καὶ τὰς πράξεις, οἳ μὲν μᾶλλον οἳ δ' ἦττον, ἡδονὴν καὶ λύπην. Διὰ τοῦτ' οὖν ἀναγκαῖον εἶναι περὶ τὰς πράξεις πᾶσαν πραγματείαν· οὐ γὰρ μικρὸν εἰς τὰς πράξεις εὐ ἢ κακῶς χαίρειν καὶ λυπεῖσθαι. Ἔτι δὲ χαλεπώτερον ἡδονὴν μάχεσθαι ἢ θυμῷ, καθάπερ φησὶν Ἡράκλειτος, περὶ δὲ τὸ χαλεπώτερον αἰεὶ καὶ τέχνη γίνεται καὶ ἀρετὴ· καὶ γὰρ τὸ εὖ βέλτιον ἐν τούτῳ. Ὡστε καὶ διὰ τοῦτο περὶ ἡδονῶν καὶ λύπας πᾶσα ἡ πραγματεία καὶ τῇ ἀρετῇ καὶ τῇ πολιτικῇ· ὁ μὲν γὰρ εὖ τούτοις χρώμενος ἀγαθὸς ἐσται, ὁ δὲ κακῶς κακός. Ὅτι μὲν οὖν ἐστὶν ἡ ἀρετὴ περὶ ἡδονῶν καὶ λύπας, καὶ ὅτι ἐξ ὧν γίνεται, ὑπὸ τούτων καὶ αὐξεται καὶ φθίρεται μὴ ὡσαύτως γνωσμένων, καὶ ὅτι ἐξ ὧν ἐγενετο, περὶ ταῦτα καὶ ἐνεργεῖ. εἰρήσθω. Ἀπορήσειε δ' ἂν τις, πῶς λέγομεν ὅτι δεῖ τὰ μὲν δίκαια πράττοντας δικαίους γίνεσθαι, τὰ δὲ σώφρονα σώφρονας· εἰ γὰρ πράττουσι τὰ δίκαια καὶ τὰ σώφρονα, ἤδη εἰσὶ δίκαιοι καὶ σώφρονες, ὥσπερ εἰ τὰ γραμματικά

καὶ τὰ μουσικά, γραμματικοὶ καὶ μουσικοί. Ἡ οὖν ἐπὶ τῶν τεχνῶν οὕτως ἔχει; Ἐνδέχεται γὰρ γραμματικὸν τι ποιῆσαι καὶ ἀπὸ τύχης καὶ ἄλλου ὑποθεμένου. Τότε οὖν ἔσται γραμματικός, ἐὰν καὶ γραμματικὸν τι ποιήσῃ καὶ γραμματικῶς τοῦτο δ' ἐστὶ τὸ κατὰ τὴν ἐν αὐτῷ γραμματικὴν.

Ibid., II.

(d) Ἔστι δὴ καὶ ὁ βίος αὐτῶν καθ' αὐτὸν ἡδύς. Τὸ μὲν γὰρ ἡδесθαι τῶν ψυχικῶν, ἐκάστω δ' ἐστὶν ἡδὺ πρὸς ὃ λέγεται φιλοτιοῦντος, ὅλον ἵππος μὲν τῷ φιλίππῳ θέαμα δὲ τῷ φιλοθεώρῳ τὸν αὐτὸν δὲ τρύπον καὶ τὰ δίκαια τῷ δικαίῳ καὶ ὅλως τὰ κατ' ἀρετὴν τῷ φιλαρέτῳ. Τοῖς μὲν οὖν πολλοῖς τὰ ἡδέα μίχεται διὰ τὸ μὴ φύσει τοιαῦτ' εἶναι, τοῖς δὲ φιλοκάλοις ἐστὶν ἡδέα τὰ φύσει ἡδέα. Τοιαῦτα δ' αἱ κατ' ἀρετὴν πράξεις, ὥστε καὶ τούτοις εἰσὶν ἡδεῖαι καὶ καθ' αὐτάς. Οὐδὲν δὴ προσδεῖται τῆς ἡδονῆς ὁ βίος αὐτῶν ὥσπερ περιάπτου τινός, ἀλλ' ἔχει τὴν ἡδονὴν ἐν ἑαυτῷ. Πρὸς τοῖς εἰρημένοις γὰρ οὐδ' ἐστὶν ἀγαθὸς ὁ μὴ χαίρων ταῖς καλῶς πράξεσιν· οὔτε γὰρ δίκαιον οὐδεὶς ἀν εἶποι τὸν μὴ χαίροντα τῷ δικαιοπραγεῖν, οὔτ' ἐλευθέριον τὸν μὴ χαίροντα ταῖς ἐλευθερίοις πράξεσιν.

Ibid., I.

2. How did Aristotle differ from Plato in reference to the proposition "virtue is knowledge?"

3. Compare Aristotle's theory of courage with Plato's.

4. "Enfin il est des individus nés mercenaires qui ne font aucun bien à leurs amis ou à leurs proches parce qu'ils le doivent, tandis qu'en rendant service à des inconnus ils en recueillent un gain d'amour propre."—BALZAC.

Which of Aristotle's heroes do these words fit?

5. "The devil's darling sin is the pride that apes humility."

What is the Greek word for this quality in Aristotle, and what names does he quote to illustrate it?

6. Greek ethics lay more stress on the pursuit of truth and the training of the intellect than is laid by the ethics of Christianity.

Explain and illustrate.

Tr

pas

of

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

GREEK.

HONORS.

Examiner: WILLIAM DALE, M.A.

Translate :

Ἄρ' οὖν καὶ ἐκάστη τῶν τεχνῶν ἔστι τι ξυμφέρων ἄλλο ἢ ὃ τι μάλιστα τελέαν εἶναι ; Πῶς τοῦτο ἐρωτᾷς ; "Ὅσπερ, ἔφην ἐγώ, εἴ με ἔροιο, εἰ ἔξαρκεί σώματι εἶναι σώματι ἢ προσδεῖται τινος, εἵποιμ' ἂν ὅτι παντάπασι μὲν οὖν προσδεῖται. διὰ ταῦτα καὶ ἡ τέχνη ἔστιν ἡ ἱατρικὴ νῦν εὐρημένη, ὅτι σῶμά ἐστι πονηρὸν καὶ οὐκ ἔξαρκεί αὐτῷ τοιούτῳ εἶναι. τοῦτ' οὖν ὅπως ἐκπορίζῃ τὰ ξυμφέροντα, ἐπὶ τούτῳ παρεσκευάσθῃ ἡ τέχνη. ἡ ὀρθῶς σοι δοκῶ, ἔφην, ἂν εἴπειν οὕτω λέγων, ἢ οὐ ; Ὅρθῶς, ἔφη. Τί δὲ δὴ ; αὐτὴ ἡ ἱατρικὴ ἐστὶ πονηρά, ἢ ἄλλη τις τέχνη ἐστ' ὃ τι προσδεῖται τινος ἀρετῆς, ὥσπερ ὀφθαλμοὶ ὀψεως καὶ ὦτα ἀκοῆς καὶ διὰ ταῦτα ἐπ' αὐτοῖς δεῖ τινὸς τέχνης τῆς ὃ ξυμφέρων εἰς ταῦτα σκεψομένης τε καὶ ἐκποριζούσης ; ἀρα καὶ ἐν αὐτῇ τῇ τέχνῃ ἐνι τις πονηρία, καὶ δεῖ ἐκάστῃ τέχνῃ ἄλλης τέχνης, ἥτις αὐτῇ τὸ ξυμφέρων σκέψεται, καὶ τῇ σκοπούμενῃ ἐτέρας αὐ τοιαύτης, καὶ τοῦτ' ἔστιν ἀπέραντον ; ἢ αὐτὴ αὐτῇ τὸ ξυμφέρων σκέψεται ; ἢ οὔτε αὐτῆς οὔτε ἄλλης προσδεῖται ἐπὶ τὴν αὐτῆς πονηρίαν τὸ ξυμφέρων σκοπεῖν.

PLATO, *Republic*, I.

1. Show clearly the grammatical structure of the passage from ὥσπερ, ἔφην.
2. τοιούτῳ εἶναι. What does this refer to ?
3. Contrast the Socrates in Book I. with the Socrates of Books II., III., IV.

4. τέλος. How does this differ from Aristotle's τέλειος?

5. Translate: τὸν μὲν μουσικὸν δῆπου φρόνιμον λέγεις, τὸν δὲ ἄμουσον ἄφρονα. Explain the meaning of μουσικός and φρόνιμος (?) What is the meaning of ὁ φρόνιμος in Aristotle? Quote an example of his use of the word.

Translate:

Οὐκ οἶσθα, ἦν δ' ἐγώ, ὅτι τό γε ὡς ἀληθῶς ψεύδος, εἰ οἷόν τε τοῦτο εἰπεῖν, πάντες θεοί τε καὶ ἄνθρωποι μισοῦσιν; Πῶς, ἔφη, λέγεις; Οὕτως, ἦν δ' ἐγώ, ὅτι τῷ κυριωτάτῳ που ἑαυτῶν ψεύδεσθαι καὶ περὶ τὰ κυριώτατα οὐδεὶς ἔκων ἐθέλει, ἀλλὰ πάντων μάλιστα φοβεῖται ἐκεῖ αὐτὸ κεκτῆσθαι. Οὐδὲ νῦν πω, ἢ δ' ὅς, μαθάνω. Οἶμι γάρ τί με, ἔφη, σεμνὸν λέγειν· ἐγὼ δὲ λέγω, ὅτι τῇ ψυχῇ περὶ τὰ μὲν ψεύδεσθαι τε καὶ ἐψεύσθαι καὶ ἀμαθῆ εἶναι καὶ ἐνταῦθα ἔχειν τε καὶ κεκτῆσθαι τὸ ψεύδος πάντες ἥκιστα ἂν δέξαιτο καὶ μισοῦσι μάλιστα αὐτὸ ἐν τῷ τοιούτῳ. Πολύ γέ, ἔφη. Ἀλλὰ μὴν ὀρθότατά γ' ἂν, ὃ νῦν δὴ ἔλεγον, τοῦτο ὡς ἀληθῶς ψεύδος καλοῖτο, ἢ ἐν τῇ ψυχῇ ἄγνοια ἢ τοῦ ἐψευσμένου· ἐπεὶ τό γε ἐν τοῖς λόγοις μίμημά τι τοῦ ἐν τῇ ψυχῇ ἐστὶ παθήματος καὶ ὕστερον γεγονὸς εἶδωλον, οὐ πᾶν ἄκρατον ψεύδος. ἢ οὐχ οὕτως; Πάνν μὲν οὖν.

Ibid., II

1. Point out the connection of this passage with the general argument.

2. Explain τό γε ὡς ἀληθῶς ψεύδος: τό γε ἐν τοῖς λόγοις...εἶδωλον.

Translate:

Τοῦτο τοίνυν αὐτὸ ἦν ὃ ἔλεγον ὅτι χρεῖη διαμολογήσασθαι, πότερον ἔασομεν τοὺς ποιητὰς μιμουμένους ἡμῖν τὰς διηγήσεις ποιεῖσθαι, ἢ τὰ μὲν μιμουμένους, τὰ δὲ μή, καὶ ὅποια ἐκάτερα, ἢ οὐδὲ μιμεῖσθαι. Μαντεύομαι, ἔφη, σκοπεῖσθαι σε, εἴτε παραδεξόμεθα τραγῳδίαν τε καὶ κωμῳδίαν εἰς τὴν πόλιν, εἴτε καὶ οὐ. Ἴσως, ἦν δ' ἐγώ, ἴσως δὲ καὶ πλείω ἐτι τούτων· οὐ γὰρ δὴ ἐγωγέ πω οἶδα, ἀλλ' ὅπῃ ἂν ὁ λόγος ὥσπερ πνεῦμα φέρῃ, ταύτῃ ἰτέον. Καὶ καλῶς γ', ἔφη, λέγεις. Τόδε τοίνυν, ὦ Ἀδείμαντε, ἄθρει, πότερον μιμητικούς ἡμῖν δεῖ εἶναι τοὺς φύλακας ἢ οὐ; ἢ καὶ τοῦτο τοῖς ἐμπροσθεν ἔπεται, ὅτι εἰς ἕκαστος ἐν μὲν ἂν ἐπιτηδεῦμα καλῶς ἐπιτηδεύει, πολλὰ δ' οὐ, ἀλλ'

εἰ τοῦτο ἐπιχειροῖ, πολλῶν ἐφαπτόμενες πάντων
ἀποτυγχάνοι ἂν, ὥστ' εἶναι που ἐλλόγιμος; Τί δ'
οὐ μέλλει; Οὐκοῦν καὶ περὶ μιμήσεως ὁ αὐτὸς
λόγος, ὅτι πολλὰ ὁ αὐτὸς μιμείσθαι εὖ ὥσπερ ἐν οὐ
δυνατός;

Ibid., III.

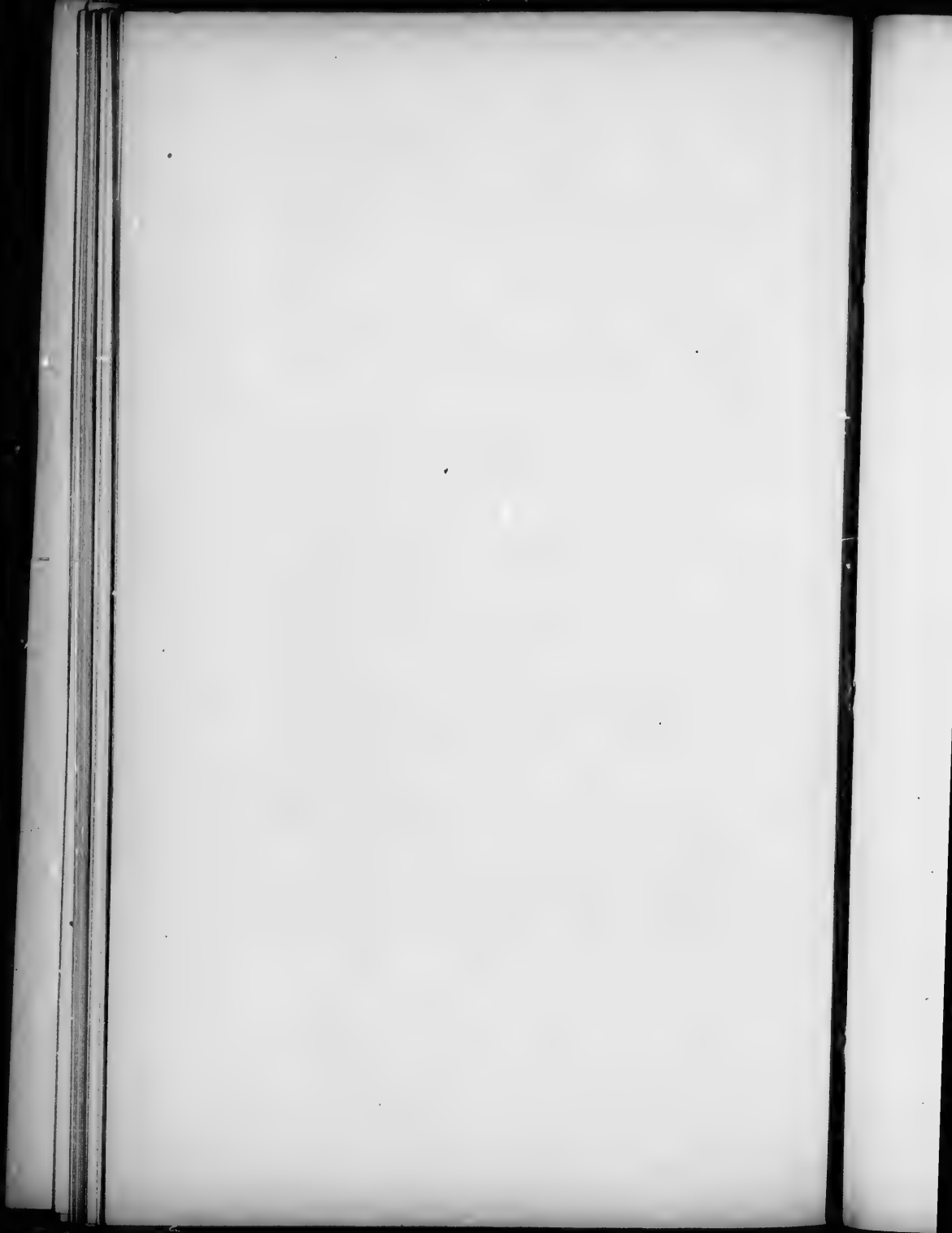
1. ὁποῖα ἐκάτερα. Explain.
2. What are Plato's objections to poetry? Whence derived?
3. Point out the resemblances between Plato's πολιτεία and the historical Sparta.

Translate:

Τοῦτο τοῖνυν, ἦν δ' ἐγώ, φάθι με τότε βούλεσθαι
λέγειν εἰ ἄρα νῦν ἔμαθες, ὅτι ὅσα ἐστὶν οἷα εἶναι του,
αὐτὰ μὲν μόνᾳ αὐτῶν μόνων ἐστὶ, τῶν δὲ ποιῶν
τινῶν ποιά ἅττα. καὶ οὐ τι λέγω, ὥς, οἷων ἂν ᾖ,
τοιαῦτα καὶ ἐστίν, ὥς ἄρα καὶ τῶν ὑγιεινῶν καὶ
νοσωδῶν ἡ ἐπιστήμη ὑγιεινὴ καὶ νοσώδης καὶ τῶν
κακῶν καὶ τῶν ἀγαθῶν κακὴ καὶ ἀγαθὴ· ἀλλ' ἐπειδὴ
οὐκ αὐτοῦ οὐπερ ἐπιστήμη ἐστὶν ἐγένετο ἐπιστήμη,
ἀλλὰ ποιοῦ τινός, τοῦτο δ' ἦν ὑγιεινὸν καὶ νοσώδες,
ποιά δὴ τις ξυνέβη καὶ αὐτὴ γενέσθαι, καὶ τοῦτο
αὐτὴν ἐποίησε μηκέτι ἐπιστήμην ἀπλῶς καλεῖσθαι,
ἀλλὰ τοῦ ποιοῦ τινός προσγενομένου ἱατρικὴν. Ἐμα-
θον, ἔφη, καὶ μοι δοκεῖ οὕτως ἔχειν. Τὸ δὲ δὴ δῖψος,
ἦν δ' ἐγώ, οὐ τούτων θήσεις τῶν τινός εἶναι τοῦτο
ὅπερ ἐστίν; ἔστι δὲ δῖψος δῖψος; Ἐγώ γε, ἦ δ' ὅς
πρώματός γε.

Ibid., IV.

1. Show the bearing of this passage on the general argument. Explain the distinctive features of Plato's psychology.
2. Describe after Plato the parallel between the individual and the state.
3. Define clearly Plato's conception of δικαιοσύνη.
4. τῶν τινός εἶναι. Explain the construction.





University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD AND FOURTH YEARS.

GREEK PROSE.

HONORS.

Examiners: { MAURICE HUTTON, M.A.
 { WILLIAM DALE, M.A.

CONCERNING GOLF.

Translate into Aristotelian Greek :

And because it is better to hit few times than many—for the good is finite, but the man who goes round in three hundred strokes stretches out in the direction of the infinite—some have said that here too we ought to remember the saying of Hesiod, "The half is better than the whole," thinking not rightly, according at least to my opinion: for in relation to your adversary it is much better to win the Hole than the half. And Homer is a good master both in other respects and also here: for he alone has taught us how to lie as is necessary, both as to the hole (*καθόλου*) and otherwise. Again, every art and every method, and likewise every action and intention aims at the good. Some, therefore, making a syllogism, aim at a Professor: for Professors, they say, are good (because dry things are good for men, as has been said in the *Ethics*), and this is a Professor: but perhaps they make a wrong use of the major premise. At any rate, having hit him, it is better to act in some such way as this, not as tragedians seek a recognition (*ἀναγνώρισις*); for this is most unpleasant (*μιαρόν*), and perhaps leads to a catastrophe. It is doubted, whether the man who killed his tutor with a golf-ball acted voluntarily or involuntarily; for on the one hand he did not do it deliberately, since no

one deliberates about the results of chance, as, for instance, whether one will hit the ball this time at any rate or not; yet he wished to kill him, and was glad having done it: and probably on the whole it was a mixed action. Are we, then, to call no man happy till he has finished his round, and, according to Solon, to look to the end? for it is possible to be fortunate for a long time and yet at last to fall into the ditch: and to the man in the ditch there seems to be no good any more, nor evil. But this is perhaps of another consideration: and, at any rate, it has been discussed sufficiently among the topics of swearing. But it is a question whether a "caddie" can be called happy, and most probably he cannot; those who seem to be so are congratulated on account of their hope. (C. E. MONTAGUE.)

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

GREEK AND LATIN.

TRANSLATION AT SIGHT.

HONORS.

Examiner: MAURICE HUTTON, M.A.

Translate:

(α) "Ὅτι δὲ καὶ ἦπτον αἰσχροῦ ἀκрасία ἢ τοῦ θυμοῦ ἢ τῶν ἐπιθυμιῶν, θεωρήσωμεν. Ἔοικε γὰρ ὁ θυμὸς ἀκούειν μὲν τι τοῦ λόγου, παρακούειν δέ, καθάπερ οἱ ταχεῖς τῶν διακόνων, οἳ πρὶν ἀκοῦσαι πᾶν τὸ λεγόμενον ἐκθέουσιν, εἰτα ἁμαρτάνουσι τῆς προστάξεως, καὶ οἱ κύνες, πρὶν σκένψασθαι εἰ φίλος, ἂν μόνον ψοφήσῃ, ὑλακτοῦσιν· οὕτως ὁ θυμὸς διὰ θερμότητα καὶ ταχυτήτα τῆς φύσεως ἀκούσας μὲν, οὐκ ἐπιταγμα δ' ἀκούσας, ὁρμᾷ πρὸς τὴν τιμωρίαν. Ὁ μὲν γὰρ λόγος ἢ ἡ φαντασία ὅτι ὕβρις ἢ ὀλιγωρία ἐδήλωσεν, ὁ δ' ὥσπερ συλλογισάμενος ὅτι δεῖ τῷ τοιοῦτῳ πολεμεῖν χαλεπαίνει δὴ εὐθύς· ἢ δ' ἐπιθυμία, εἰ μόνον εἴπῃ ὅτι ἡδὺ ὁ λόγος ἢ ἡ αἴσθησις, ὁρμᾷ πρὸς τὴν ἀπόλαυσιν. Ὡς θ' ὁ μὲν θυμὸς ἀκολουθεῖ τῷ λόγῳ πως, ἢ δ' ἐπιθυμία οὐ. Αἰσχύων οὖν ὁ μὲν γὰρ τοῦ θυμοῦ ἀκρατὴς τοῦ λόγου πως ἡττᾶται, ὁ δὲ τῆς ἐπιθυμίας καὶ οἱ τοῦ λόγου. Ἐπὶ ταῖς φυσικαῖς μᾶλλον συγγνώμῃ ἀκολουθεῖν ὀρέξεσιν, ἐπεὶ καὶ ἐπιθυμίαις ταῖς τοιαύταις μᾶλλον ὅσαι κοιναὶ πᾶσι, καὶ ἐφ' ὅσον κοιναί· ὁ δὲ θυμὸς φυσικώτερον καὶ ἢ χαλεπότης τῶν ἐπιθυμιῶν τῶν τῆς ὑπερβολῆς καὶ τῶν μὴ ἀναγκαίων, ὥσπερ ὁ ἀπολογούμενος ὅτι τὸν πατέρα τύπτει. "Καὶ γὰρ οὗτος" εἶπε "τὸν ἑαυτοῦ κἀκείνος τὸν ἄνωθεν," καὶ τὸ παιδίον δείξας "καὶ οὗτος ἐμέ"

ἔφη, "ὅταν ἀνὴρ γένηται· συγγενές γὰρ ἡμῖν." Καὶ ὁ ἐλκόμενος ὑπὸ τοῦ νιοῦ παύεσθαι ἐκέλευε πρὸς ταῖς θύραις· καὶ γὰρ αὐτὸς ἐλκύσαι τὸν πατέρα μέχρ' ἐνταῖθα. "Ἐτι ἀδικώτεροι οἱ ἐπιβουλότεροι. Ὁ μὲν οὖν θυμῶδης οὐκ ἐπίβουλος, οὐδ' ὁ θυμὸς ἀλλὰ φανερός· ἢ δ' ἐπιθυμία, καθάπερ τὴν Ἀφροδίτην φασί·

δολοπλόκου γὰρ κυπριγενεοῦς·

καὶ τὸν κεστὸν ἱμάντα Ὀμηρος·

πάρφρασις, ἢ τ' ἔκλεψε νόον πύκα περ φρυζόντως.

"Ὅστ' εἴπ' ἀδικωτέρα καὶ αἰσχίων ἢ ἡκράσια αὐτῇ τῆς περὶ τὸν θυμὸν ἐστι, καὶ ἀπλῶς ἡκράσια καὶ κακία πως.

Eudemian Ethics.

- (b) ἡγγύητ' Ὀλμίδης, πρὶν πλοῦν εἶον αὐρίον πλεῦσαι, κόρην Ἀκτὴν ἣν ὑπεκορίζετ' Ἀκτιον. μέτριος μὲν τῷδ' ὁ μισθὸς μέτριος δ' ἦν αὐτὸς οὐ. τίς Κορινθίαν τράπεζαν παραθεῖτ' ἂν ὀβόλου; πολλὰ τοῦτ' ἐνεθυμεῖτ' ἐν ὑπεριφῷ νῆστις ὦν, εἰτα μνάται τὴν πρέσβειραν τῶν στρατηγῶν του κορῶν. οὗτος αὐτὸν μὲν πένητ' ὄντ οὐ πάνυ προσιέται· ἀγανακτεῖ μέντοι κόρην εἰ κόρη γηράσεται· ἀπεδέξατ' ὅντ τὸ πρᾶγμα, καὶ θυγατρὸς εἰς τροφήν διεπράξαθ' ὥστ' ἄρχοντα περιστῆναι Ὀλμίδην· ὁ δ' οὖν μισθὸς ὥστε γῆμαι· Ὀλμίδης λέγει τάδε "ἐμὲ τοῦτ' ἐρώτα" φησὶν "Ἀκτιὸν γ' ἐρώτα τε." μὲν ἀπείπε τὴν στρατηγῶν; σὺ γ', εὐφῆμει· πολλοῦ δεῖ. προσποιεῖται μᾶλλον ὅτι λύσσαν μαινάδ' ἐκνοσεῖ· (πῶς ἐμνηχανάτο ταῦτ' ἐν εἰχον τοῦτ' ἐγὼ μαθεῖν, "ἦδ'" ἔφη "κονία ποιεῖ χροῦν μοι χειλῶν ὑπορρεῖν.") πολλάκις δ' ἐν ταῖς ἀγυαῖς ἦδε νόσος εἶλε νιν. καὶ ταῦτ' ἐν τε τῆς στρατηγίδος στρατηγῶν τ' ὄμμασιν. ὀλίγος διέφυ χρόνος, χὴ στρατηγῶν θυγάτηρ ἀπέδωκεν ἔδνα μή τις μίργος οἱ γένοιτ' ἀνὴρ· Ὀλμίδης λαβὼν ἀνείχετ' εὐσεβεῖ χαρεῖς χαρᾷ. γῆμαι μὲν γὰρ οὐ δὲ γ' ἄρχειν ἐκώλυ' ἢ μανία. Ἀκτὴ πέμψας σκυτάλην καὶ λαμβάνων ἐφόδια χαίρειν εἶπε τῇ στρατῆγῶν λυσσῶν ψαμμακόσια. Ἀκτὴ γράφει δ' ἢ στρατηγὸς οἶ' ὁ τλήμων ἐμάνη. ἢ δ' ἀναγνοῦς· ἐκάχαζε Ὀλμίδην γημαμένην· νῦν καθήται δ' ἢ στρατηγὸς ὅτε τευομένη πάλαι ἔστε τὴν πατρὸς μανῶσιν οἱ γε μικροὶ Ὀλμίδαι.

[ῥῥῥῥῥ πρυτάνειαι.]

(c) Nunc venio ad transversum illum extremæ epistolæ tuæ versiculum, in quo me admones de sorore: quæ res se sic habet. Ut veni in Arpinum, cum ad me frater venisset, in primis nobis sermo, isque multus, de te fuit: ex quo veni ad ea quæ fueramus ego et tu inter nos de sorore in Tusculano locuti. Nihil tam vidi mite, nihil tam placatum quam tūc meus frater erat in sororem tuam; ut etiam, si qua fuerat ex ratione sumpta offensio, non appareret. Illo sic die. Postridie ex Arpinati profecti sumus. Ut in Arcano Quintus maneret, dies fecit: ego Aquini; sed prandimus in Arcano: nosti hunc fundum: quo ut venimus, humanissime Quintus, "Pomponia," inquit, "tu invita mulieres; ego vero acciam pueros." Nihil potuit (mihi quidem ut visum est) dulcius; idque cum verbis, tum etiam animo ac vultu. At illa, audientibus nobis, "Ego sum," inquit, "hic hospita." Iam autem ex eo, ut opinor, quod antecesserat Statius, ut prandium nobis videret. Tum Quintus "En," inquit mihi, "hæc ego patior quotidie." Dices, "Quid, quaeso, istuc erat?" Magnum: itaque me ipsum commoverat: sic absurde et aspere verbis vultuque responderat; dissimulavi dolens. Discubuimus omnes, præter illam; cui tamen Quintus de mensa misit; illa rejecit. Quid multa? nihil meo fratre lenius, nihil asperius tua sorore, mihi visum est: et multa prætereo, quæ tum mihi majori stomacho, quam ipsi Quinto, fuerunt. . . . Hæc ad te scripsi fortasse pluribus, quam necesse fuit, ut videres, tuas quoque esse partes instituendi et monendi.

CICERO.

- (d) (1) Hoc iacet in tumultu raptus puerilibus annis
 Pantagathus, domini cura dolorque sui,
 Vix tangente vagos ferro resecare capillos
 Doctus et hirsutas excoluisse genas.
 Sis licet, ut debes, tellus, placata levisque,
 Artificis levior non potes esse manu.
- (2) Callidus effracta numinos fur auferet arca,
 Prosternet patrios impia flamma lares:
 Debitor usuram pariter sortemque negabit,
 Non reddet sterilis semina iacta seges:
 Dispensatorem fallax spoliabit amica,
 Mercibus extractas obruet unda rates.
 Extra fortunam est, si quid donatur amicis;
 Quas dederis, solas semper habebis opes.

MARTIAL.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

LATIN.

Examiner: G. A. H. FRASER, M.A.

SALLUST, CATILINE.

1. Translate:

(a) Sed postquam Cn. Pompeius ad bellum maritimum atque Mithridaticum missus est, plebis opes imminutae, paucorum potentia crevit. Hi magistratus, provincias, aliaque omnia tenere; ipsi innoxii, florentes, sine metu aetatem agere; ceteros judiciis terrere, quo plebem in magistratu placidius tractarent. Sed ubi primum, dubiis rebus, novandi spes oblata est, vetus certamen animos eorum arrexit. Quod si primo proelio Catilina superior aut aequa manu discessisset, profecto magna clades atque calamitas reipublicam oppressisset; neque illis, qui victoriam adepti forent, diutius ea uti licuisset, quin defessis et exsanguibus qui plus posset imperium atque libertatem extorqueret.

(b) Sed ubi Tarquinius Crassum nominavit, hominem nobilem, maximis divitiis, summa potentia, alii rem incredibilem rati, pars tametsi verum existimabant, tamen quia in tali tempore tanta vis hominis magis lenienda quam exagitanda videbatur, plerique Crasso ex negotiis privatis obnoxii, clamant indicem falsum esse, deque ea re postulanti uti referatur. Itaque consulente Cicerone frequens senatus decernit, Tarquinii indicium falsum videri, eumque in vinculis retinendum, neque amplius potestatem faciendam, nisi de eo indicaret, cujus consilio tantam rem esse mentitus.

(c) Est locus, in carcere quod Tullianum appellatur, ubi paullulum descenderis ad laevam, circiter duodecim pedes humi depressus. Eum muniunt undique parietes atque insuper camera lapideis fornicibus vineta; sed incultu, tenebris, odore foeda atque terribilis ejus facies est. In eum locum postquam demissus est Lentulus, vindices rerum capitalium quibus praeceptum erat, laqueo gulam fregere.

2. Parse and explain the construction of :

(a) *tractarent, discessisset, licuisset, defessis, posset*; (b) *divitiis, indicaret, mentitus esset*; (c) *descenderis*.

3. (a) Write brief explanatory notes upon *bellum maritimum atque Mithridaticum*; *quo plebem in magistratu placidius tractarent*.

To whom is the probable reference in *qui plus posset*?

(b) Account for Crassus' commanding position in the State at this time; and discuss his probable cognisance of the conspiracy.

4. Mention and briefly account for the attitude adopted towards the Catilinarian conspiracy by (a) Caesar, (b) the Senatorial party, (c) the general public.

5. Write a short criticism on Sallust's literary style: comparing it with the current diction of the day.

JUVENAL, SATIRES I., III., IV., V., VII.

1. Translate :

(a) Nil erit ulterius, quod nostris moribus addat Posteritas; eadem cupient facientque minores; Omne in praecipiti vitium stetit. Utere velis, Totos pande sinus. Dicas hic forsitan, "Unde Ingenium par materiae? unde illa priorum Scribendi, quodcumque animo flagrante liberet, Simplicitas? ejus non audeo dicere nomen? Quid refert dictis ignoscat Mucius, an non? Pone Tigellinum: taeda lucebis in illa, Qua stantes ardent, qui fixo gutture fumant, Et latum media sulcum deducit arena."

(b) Quum jam semianimum laceraret Flavius orbem Ultimus, et calvo serviret Roma Neroni,

Incidit Adriaci spatium admirabile rhombi
 Ante domum Veneris quam Dorica sustinet Ancon,
 Implevitque sinus: neque enim minor haeserat illis,
 Quos operit glacies Maeotica, ruptaque tandem
 Solibus effundit torrentis ad ostia Ponti,
 Desidia tardos et longo frigore pingues.
 Destinat hoc monstrum cymbae linique magister
 Pontifici summo. Quis enim proponere talem
 Aut emere auderet, quum plena et litora multo
 Delatore forent?

- (c) Dic igitur, quid causidicis civilia praestent
 Officia, et magno comites in fasce libelli?
 Ipsi magna sonant, sed tunc, quum creditor audit,
 Praecipue, vel si tetigit latus acrior illo,
 Qui venit ad dubium grandi cum codice nomen.
 Tunc immensa cavi spirant mendacia folles
 Conspuiturque sinus. Veram deprendere messem
 Si libet: hinc centum patrimonia causidicorum,
 Parte alia solum russati pone Lacernae.
 Consedere Duces: surgis tu pallidus Ajax
 Dicturus dubia pro libertate, Bubulco
 Judice. Rumpere miser tensum jecur, ut tibi lasso
 Figantur virides, scalarum gloria, palmae.

2. Parse and explain the construction of:

- (a) *addat, velis, dicas, scribendi, ignoscat*; (b) *serviret, auderet*; (c) *praestent, magna*.

Scan line 5 in (a); and line 1 in (b).

3. (a) "*Cujus non ardeam . . . Mucius an non?*"

Whose words are these? What is the grammatical relation of the quotation to the rest of the sentence? Illustrate and account for the absence of this *simplicitas* under most of the Emperors. Explain *taeda lucebis in illa . . . sulcum deducit arena*.

(b) Indicate the several points of the satire in extract (b); with sufficient explanation to shew the force and appropriateness of each.

(c) Write brief explanatory notes upon *conspuiturque sinus*; *russati Lacernae*; *pallidus Ajax*; *Bubulco judice*.

4. Mention the principal heads of Juvenal's arraignment of contemporary society, as contained in the above five Satires; discuss the justice of his criticism in each instance; and examine cases in which his conventionality of view affects the soundness of his judgment.

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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

LATIN.
HONORS.

Examiner: WILLIAM DALE, M.A.

Translate:

Incolunt prope Allobroges, gens jam inde nulla Gallica gente opibus aut fama inferior. Tum discors erat: regni certamine ambigebant fratres: major et qui prius imperitarat, Brancus nomine, minore ab fratre et coetu juniorum, qui jure minus vi plus poterat, pellebatur. Hujus seditionis peropportuna disceptatio quum ad Hannibalem rejecta esset, arbiter regni factus, quod ea senatus principumque sententia fuerat, imperium majori restituit. Ob id meritum commeatu copiaque rerum omnium, maxime vestis, est adjutus, quam infames frigoribus Alpes praeparari cgebant. Sedatis Hannibal certaminibus Allobrogum quum jam Alpes peteret, non recta regione iter instituit sed ad laevam in Tricastinos flexit, inde per extemam oram Vocontiorum agri tendit in Tricorios haud usquam impedita via, priusquam ad Druentiam flumen pervenit. Is et ipse Alpinus amnis longe omnium Galliae fluminum difficillimus transitu est: nam, quum aquae vim vehat ingentem, non tamen navium patiens est, quia nullis coercitus ripis, pluribus simul neque iisdem alveis fluens, nova semper vada novosque gurgites—et ob eadem pediti quoque incerta via est—ad hoc saxa glareosa volvens, nihil stabile nec tutum ingredientii praebet.

LIVY, XXI.

3. Write explanatory notes on *iam inde: ad laevam; infames frigoribus*.

2. Criticize briefly Livy's account of Hannibal's passage of the Alps.

3. Translate and explain:

(a) *Vergiliarum sidere occidente.*

(b) *Ausonia Saguntus.*

(c) *Occupavit tamen Scipio Padum trajicere.*

(d) *Latum inde ad populum, "vellent, juberent, populo Carthaginiensi bellum indici."*

4. Explain the meaning of *praerogativa militaris; cuniculos excipere; vectigalis; stipendiarius*.

Translate:

Sub equestris finem certaminis coorta est pedum pugna. Primo et viribus et animis pares constabant ordines Gallis Hispanisque: tandem Romani, diu ac saepe conisi, aequa fronte acieque densa impulere hostium cuneum nimis tenuem eoque parum validum a caetera prominentem acie: impulsis deinde ac trepide referentibus pedem insistere, ac tenore uno per praeceps pavore fugientium agmen in mediam primum aciem illati postremo nullo resistente ad subsidia Afrorum pervenerunt, qui utrimque reductis alis constiterant, media, qua Galli Hispanique steterant, aliquantum prominente acie. Qui cuneus ut pulsus aequavit frontem primum, deinde cedendo etiam sinum in medio dedit, Afri circa jam cornua fecerant irruentibusque incaute in medium Romanis circumdedere alas, mox cornua extendendo clausere et ab tergo hostes. Hinc Romani defuncti nequiquam proelio uno, omissis Gallis Hispanisque, quorum terga ceciderant, et adversus Afros integram pugnam ineunt, non tantum in eo iniquam quod inclusi adversus circumfusus, sed etiam quod fessi cum recentibus ac vegetis pugnabant.

LIVY, XXII.

1. Describe clearly the battle here referred to.

2. Translate and explain: *Omnes eam rogationem, quique Romae, quique in exercitu erant, aequi atque iniqui, praeter ipsum dictatorem, in contumeliam eius latum acceperunt.*

3. Translate and explain :

- (a) *Triumviri mensarii facti sunt.*
- (b) *Et ita in demortuorum locum se sublecturum, ut ordo ordini, non homo homini praelatus videretur.*
- (c) *Vocati augures vitio creatum (sc. Marcellum) videri pronuntiaverunt.*
- (d) *Ante Kalendas Junias primas.*

Translate :

Quum censores ob inopiam aerarii se jam locationibus abstinerent aedium sacrarum tuendarum curuliumque equorum praebendorum ac similium his rerum, convenere ad eos frequentes qui hastae hujus generis adsueverant, hortarique censores ut omnia perinde agerent locarent ac si pecunia in aerario esset: neminem nisi bello confecto pecuniam ab aerario petiturum esse. Convenere deinde domini eorum, quos Tib. Sempronius ad Beneventum manu emiserat, arcessitosque se ab triumviris mensariis esse dixerunt ut pretia servorum acciperent: caeterum non ante quam bello confecto accepturos esse. Quum haec inclinatio animorum plebis ad sustinendam inopiam aerarii fieret, pecuniae quoque pupillares primo deinde viduarum coeptae conferri, nusquam eas tutius sanctiusque deponere credentibus qui deferebant quam in publica fide. Inde si quid emptum paratumque pupillis ac viduis foret, a quaestore perscribatur. Manavit ea privatorum benignitas ex urbe etiam in castra, ut non eques non centurio stipendium acciperet, mercenariumque increpantes vocarent qui accepisset.

LIVY, XXIV., c. 18.

1. Quote, or refer to, passages in these books (XXI.-XXIV.), which illustrate the special characteristics of Livy as a historian.
2. Explain the form *triumviri*, and derive *pupillaris* and *vidua*.

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ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

LATIN.

HONORS.

Examiner : WILLIAM DALE, M.A.

Translate :

Ita, quae mutat, ea corrumpit, quae sequitur, sunt tota Democriti, atomi, inane, imagines, quae εἰδωλα nominant, quorum incursione non solum videamus, sed etiam cogitemus : infinitio ipsa, quam ἀπειρίαν vocant, tota ab illo est ; tum innumerabiles mundi, qui et oriantur et intereant cotidie. Quae etsi mihi nullo modo probantur, tamen Democritum, laudatum a ceteris, ab hoc, qui eum unum secutus esset, nollem vituperatum. Iam in altera philosophiae parte, quae est quaerendi ac disserendi, quae λογική dicitur, iste vester plane, ut mihi quidem videtur, inermis ac nudus est. Tollit definitiones ; nihil de dividendo ac partiendo docet ; non quomodo efficiatur concludaturque ratio, tradit ; non, qua via captiosa solvantur, ambigua distingvantur, ostendit ; iudicia rerum in sensibus ponit, quibus si semel aliquid falsi pro vero probatum sit, sublatum esse omne iudicium veri et falsi putat.

CICERO, *De Finibus*, I.

1. *Quae mutat, ea corrumpit.* Explain.
2. εἰδωλα. What two meanings has this word in the philosophy of Democritus ? What is the meaning of *quorum incursione . . . cogitemus* ?

3. *Judicia rerum.* What is the meaning? What is the test according to the Stoics, Epicureans and Academics respectively?

4. Explain carefully the meaning of *κανονική, πρόληψις, ὑπόληψις*, and *ἀταραξία*.

Translate:

Quaero autem, quid sit, quod, cum dissolutione, id est, morte sensus omnis extingvatur, et cum reliqui nihil sit omnino, quod pertineat ad nos, tam accurate tamque diligenter caveant et sanciant, ut *Amynomachus et Timocrates, heredes sui, de Hermarchi sententia dent*, quod satis sit ad diem agendum natalem suum quotannis mense *Game-lione itemque omnibus mensibus vicesimo die lunae dent ad eorum epulas, qui una secum philosophati sint, ut et sui et Metrodori memoria colatur*. Haec ego non possum dicere non esse hominis quamvis et belli et humani, sapientis vero nullo modo, physici praesertim, quem se ille esse vult, putare ullum esse cuiusquam diem natalem. Quid? idemne potest esse dies saepius, qui semel fuit? Certe non potest. An eiusdemmodi? Ne id quidem, nisi multa annorum intercesserint milia, ut omnium siderum eodem, unde profecta sint, fiat ad unum tempus reversio.

Ibid., II.

1. Point out the connection of this passage with the general argument of the Book.

2. State briefly Cicero's argument against the position of Torquatus.

3. *Quid? semel fuit?* Explain.

4. Explain after Cicero how we arrive at the notion of *honestum*.

Translate:

Druso propinquanti quasi per officium obviae fuere legiones, non laetae, ut adsolet, neque insignibus fulgentes, sed inluvie deformi et vultu, quamquam maestitiam imitarentur, contumaciae propiores. Postquam vallum introiit, portas stationibus firmant globos armatorum certis castrorum locis opperiri iubent; ceteri tribunal ingenti agmine circumveniunt. stabat Drusus silentium manu

poscens. illi quotiens oculos ad multitudinem retulerant, vocibus truculentis strepere, rursum viso Caesare trepidare; murmur incertum, atrox clamor et repente quies; diversis animorum motibus pavebant terrebantque. tandem interrupto tumultu literas patris recitat, in quis perscriptum erat, praecipuam ipsi fortissimarum legionum curam, quibuscum plurima bella toleravisset; ubi primum a luctu requiescet animus, acturum apud patres de postulatis eorum; misisse interim filium, ut sine cunctatione concederet quae statim tribui possent; cetera senatui servanda, quem neque gratiae neque severitatis expertem haberi par esset.

TACITUS, *Annals*, I.

1. *Imitarentur.* Explain the use of the mood.
2. Illustrate from this passage the characteristics of the style of Tacitus.
3. *Plurima bella.* Explain.

Translate :

Post quae rettulit Caesar capiendam virginem in locum Occiae, quae septem et quinquaginta per annos summa sanctimonia Vestalibus sacris praesederat; egitque grates Fonteio Agrippae et Domitio Pollioni, quod offerendo filias de officio in rem publicam certarent. praelata est Pollionis filia, non ob aliud quam quod mater eius in eodem coniugio manebat: nam Agrippa discidio domum imminuerat: et Caesar quamvis posthabitam deciens sestertii dote solatus est. Saevitiam annonae incusante plebe statuit frumento pretium, quod emptor penderet, binosque nummos se additurum negotiatoribus in singulos modios. neque tamen ob ea parentis patriae delatum et antea vocabulum adsumsit, acerbique increpuit eos, qui divinas occupationes ipsumque dominum dixerant. unde angusta et lubrica oratio sub principe, qui libertatem metuebat, adulationem oderat.

Ibid, II.

1. *Capiendum.* Explain.
2. Describe the attitude of Tiberius towards (1) Germanicus, (2) the *plebs*. Quote passages from Tacitus to support your assertions.

3. Write explanatory notes on : *militare aerarium* ;
centesima rerum venalium ; *municipia et coloniae* ;
commendatio ; *maiestas* ; *Sodales Augustales* ; *collega*
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ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

LATIN.

HONORS.

Examiner : G. A. H. FRASER, M.A.

PLATUS : CAPTIVI AND TRINUMMUS.

1. Translate with brief explanatory and grammatical notes where necessary.

TY. Nunc senex est in tonstrina ! nunc iam cultros attinet

Ne id quidem, involucri inicere voluit, vestem ut ne inquinet.

Sed utrum strictimne attonsurum dicam esse, an per pectinem, nescio ; verum si frugi est, usque admutilabit probe.

HE. Quid tu ? servosne esse an liber mavelis ? mempra mihi.

PH. Proximum quod sit bono, quodque a malo longissimum.

id volo ; quamquam non multum fuit molesta servitus,

nec mihi secus erat, quam si essem familiaris filius.

TY. Eugepae : Thalem talento non emam Milesium ; nam ad sapientiam huius ille nimis nugator fuit.

CAPTIVI, Act II.

(b) ER. Tum lanii autem, qui concinnant liberis orbas oves,

qui locant caedendos agnos, et dupla agniam danunt

qui petroni nomen indunt verveci sectario ; eorum ego si in via petronem publica conspexero, et petronem et dominum reddam mortales miserrimos.

Ibid. IV.

- (c) PH. Sempér tu hoc facito, Lésbonice, cógites,
 Id óptimum esse túte uti sis óptimus :
 Si id néqueas, saltem ut óptimis sis próximus.
 Nunc códitionem hanc, quam égo fero et quam
 aps té peto,
 Dare átque accipere, Lésbonice, té uolo.
 Di díuites sunt, deos decent opuléntiae
 Et fáctiones : uérum nos homúneuli
 Salillum animae, quám quom extemplo emísimus,
 Aequó mendicus átque ille opulentíssimus
 Censétur censu ad Acheruntem mórtuos
 st. Mirúm quin tu illo técum diuitiás feras :
 Vbi mórtuos sis, ita sis ut nomén cluet.

TRINUMMUS, Act II.

- (d) Sálipotenti et múltipotenti Ióuis fratri aetherei
 Neptuno
 Laetus lubens laudés ago gratas grátisque habeo
 et flúctibus salsis.
 Quós penes mei [fúit] potestas, bónis meis quid
 foret ét meae uitae,
 Quóm suis me ex locís in patriam urbem úsque
 incolumem réducem faciunt.
 Atque tibi ego, Neptúne, ante alios deós gratis
 ago atque hábeo summas.

Ibid, Act IV.

2. Translate and explain :

- (1.) *Et illic isti qui sputatur morbus interdum venit.*
 (2.) *Sine sacris hereditatem sum aptus ecfertissimam.*
 (3.) *Postid, frumenti quom alibi messis maximast. Tribus tantis illi minus reddit quam opseveris,*
 (4.) *Ibit statim aliquo in maxumam malam crucem,*
Latrocinatum aut in Asiam aut in Ciliciam.

3. Scan line 2 in extract (a) ; line 5 in (b) ; line 4 in (c) ; and line 4 in (d). Mention the four principal metres used by Plautus ; and give some account of the

style of subjects for which they are respectively employed; indicating, with illustrations, the literary significance of changes from one metre to another.

4. Give a concise estimate of Plautus, (a) as a literary artist; (b) as a factor in the formation of public character and morals.

5. Account for the observance of the Unities of Time, Place, and Action, in the Greek and Roman drama; and mention any important violations of any of these Unities, with illustrations from the *Captivi* and *Trinummus*.

III.

1. Translate with brief grammatical and explanatory notes where necessary.

JUVENAL: SATIRES, VIII., X., XI., XII., XIII.

- (a) Consumtis opibus vocem, Damasippe, locasti
Sipario, clamosum ageres ut Phasma Catulli.
Laureolum velox etiam bene Lentulus egit,
Judice me dignus vera cruce. Nec tamen ipsi
Ignoscas populo: populi frons durior hujus,
Qui sedet et spectat triscurria patriciorum,
Planipedes audit Fabios, ridere potest qui
Mamercorum alapas. Quanti sua funera vendant,
Quid refert? Vendunt nullo cogente Nerone,
Nec dubitant celsi prætoris vendere ludis.
Finge tamen gladios inde, atque hinc pulpita pone:
Quid satius? Mortem sic quisquam exhorruit,
ut sit

Zelotypus Thymeles, stupidi collega Corinthi?

SAT. VIII.

- (b) Interea Megalesiacæ spectacula mappæ,
Idæum sollemne, colunt, similisque triumpho
Præda caballorum prætor sedet ac, mihi pace
Immensæ nimisæque licet si dicere plebis,
Totam hodie Romam Circus capit et fragor aurem
Percutit, eventum viridis quo colligo panni.
Nam si deficeret mœstam attonitamque videres
Hanc urbem, veluti Cannaram in pulvere victis
Consulibus.

Ibid., XI.

[OVER.]

(c) Sed si cuncta vides simili fora plena querela,
Si, decies lectis diversa parte tabellis,
Vana supervacui dicunt chirographa ligni,
Arguit ipsorum quos litera gemmaque princeps
Sardonychum, oculis quæ custoditur eburnis;
Ten', O delicias, extra communia censes
Ponendum? • *Ibid.*, XIII.

2. Estimate the justice of Juvenal's attack upon the nobility in Satire VIII., having regard both to the satirist's point of view, and to any considerations which may be urged in palliation of the degeneracy of the upper classes.

3. Outline and illustrate the effect of the despotism of the Empire upon literature.

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ANNUAL EXAMINATIONS : 1891.

THIRD AND FOURTH YEARS.

LATIN PROSE COMPOSITION.

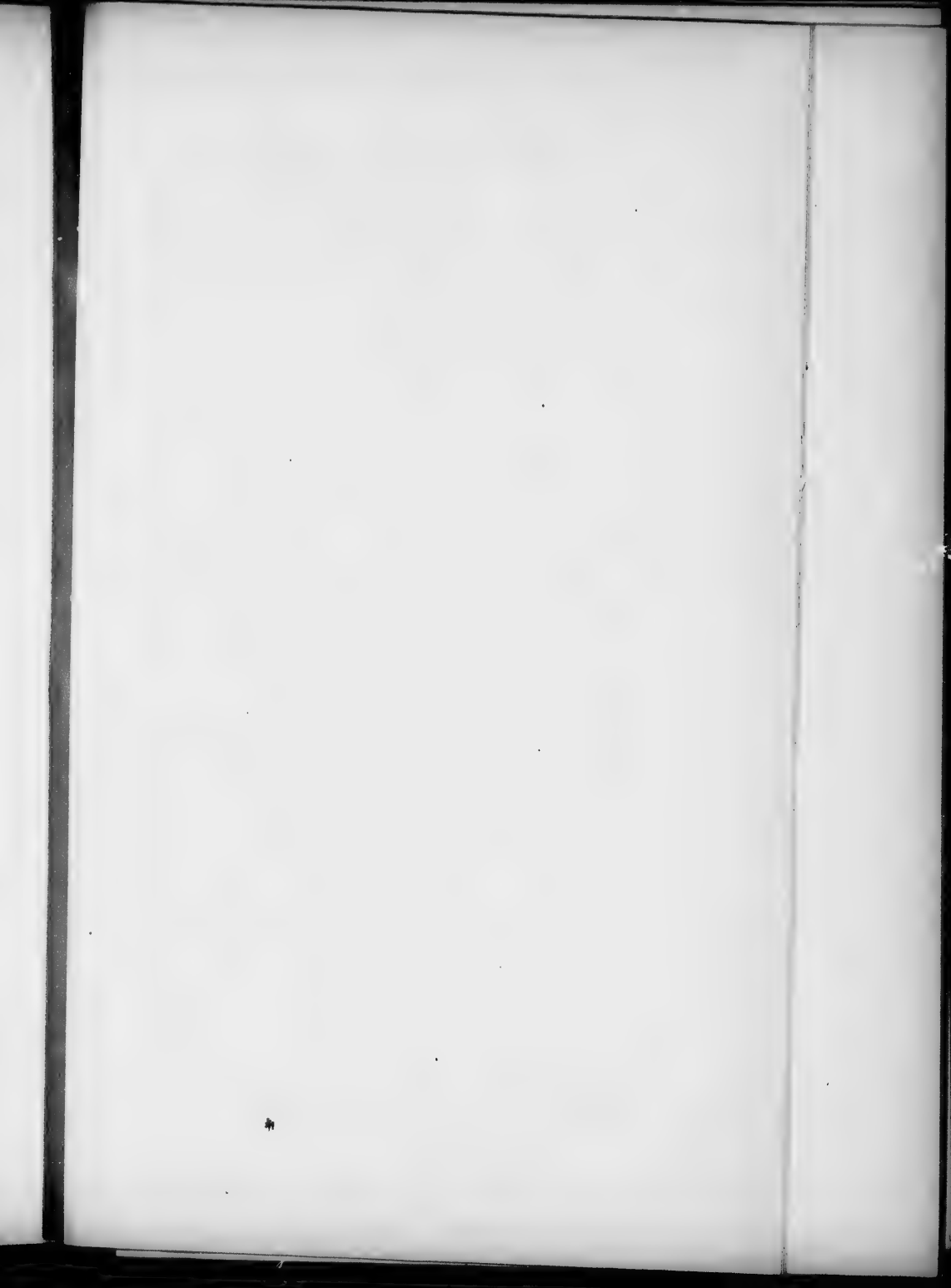
HONORS.

Examiner : WILLIAM DALE, M.A.

The proudest and most perfect separation which can be found in any age or country, between the nobles and the people, is perhaps that of the Patricians and Plebeians, as it was established in the first age of the Roman republic. Wealth and honors, the offices of the state, and the ceremonies of religion, were almost exclusively possessed by the former, who, preserving the purity of their blood with the most insulting jealousy, held their clients in a condition of specious vasalage. But these distinctions, so incompatible with the spirit of a free people, were removed, after a long struggle, by the persevering efforts of the Tribunes. The most active and successful of the Plebeians, accumulated wealth, aspired to honors, deserved triumphs, and after some generations, assumed the pride of ancient nobility. The Patrician families, on the other hand, whose original number was never recruited till the end of the commonwealth, either failed in the ordinary course of nature, or were extinguished in so many foreign and domestic wars, or through a want of merit or fortune, insensibly mingled with the mass of the people. Very few remained who could derive their pure and genuine origin from the infancy of the city, or even from that of the republic, when Cæsar and Augustus created from the body of the senate a competent number of new Patrician families, in the hope of perpetuating an order, which was still considered

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honorable and sacred. But these artificial supplies (in which the reigning house was always included) were rapidly swept away by the rage of tyrants, by frequent revolutions, by the change of manners, and by the intermixture of nations. Little more was left when Constantine ascended the throne, than a vague and imperfect tradition, that the Patricians had once been the first of the Romans.



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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

STATICS.

HONORS.

Examiners: { Iva E. MARTIN, B.A.
A. C. MCKAY, B.A.

1. Define *force* and state how it is measured in statics.

Find the relations between three forces in equilibrium acting on a particle.

If R be the resultant of any number of forces, $P_1, P_2, P_3, \dots$ acting on a particle, prove that

$$R^2 = \Sigma P^2 + 2 \Sigma P_1 P_2 \cos \theta_{1,2}$$

where $\theta_{1,2}$ is the angle between P_1 and P_2 .

2. Find the condition of equilibrium of a particle acted on by any forces and constrained to remain on a given smooth curve.

A particle rests on an ellipse acted on by forces $\lambda x^n, \mu y^n$, parallel to the axes of x and y respectively; find its position of equilibrium.

3. The sum of the virtual works of any number of forces acting at a point is equal to the virtual work of the resultant.

Deduce from the principle of virtual work the condition of equilibrium of a system of forces acting on a particle.

4. Define *Force Polygon*, *Funicular Polygon*, *Astatic Equilibrium*, *Astatic Centre*.

Find the astatic centre of a System of Coplanar forces acting on a rigid body.

5. Two equal carriage wheels whose centres are connected by a smooth bar are placed on a rough inclined plane; determine whether the equilibrium of the system will be best preserved by locking the hind or the fore wheel.

6. Define a *moment* of a force and *couple*.

Find the resultant of any number of couples acting in any planes on a rigid body.

7. Prove that a system of forces can be reduced in an infinite number of ways to a pair of equal forces, whose directions make any assigned angle with one another; and find the distance between these forces when the angle is given.

Determine the *central axis* where there are two forces P and Q whose lines of action are defined by $z = c$, $y = x \tan \alpha$, and $z = -c$, $y = -x \tan \alpha$ respectively.

8. Find an expression for the centre of mass of an arc of a curve.

Determine the coordinates of the centre of mass of the curve $y = \frac{c}{2} \left(e^{\frac{x}{c}} + e^{-\frac{x}{c}} \right)$ between the points $(0, c)$ and (x^1, y^1) .

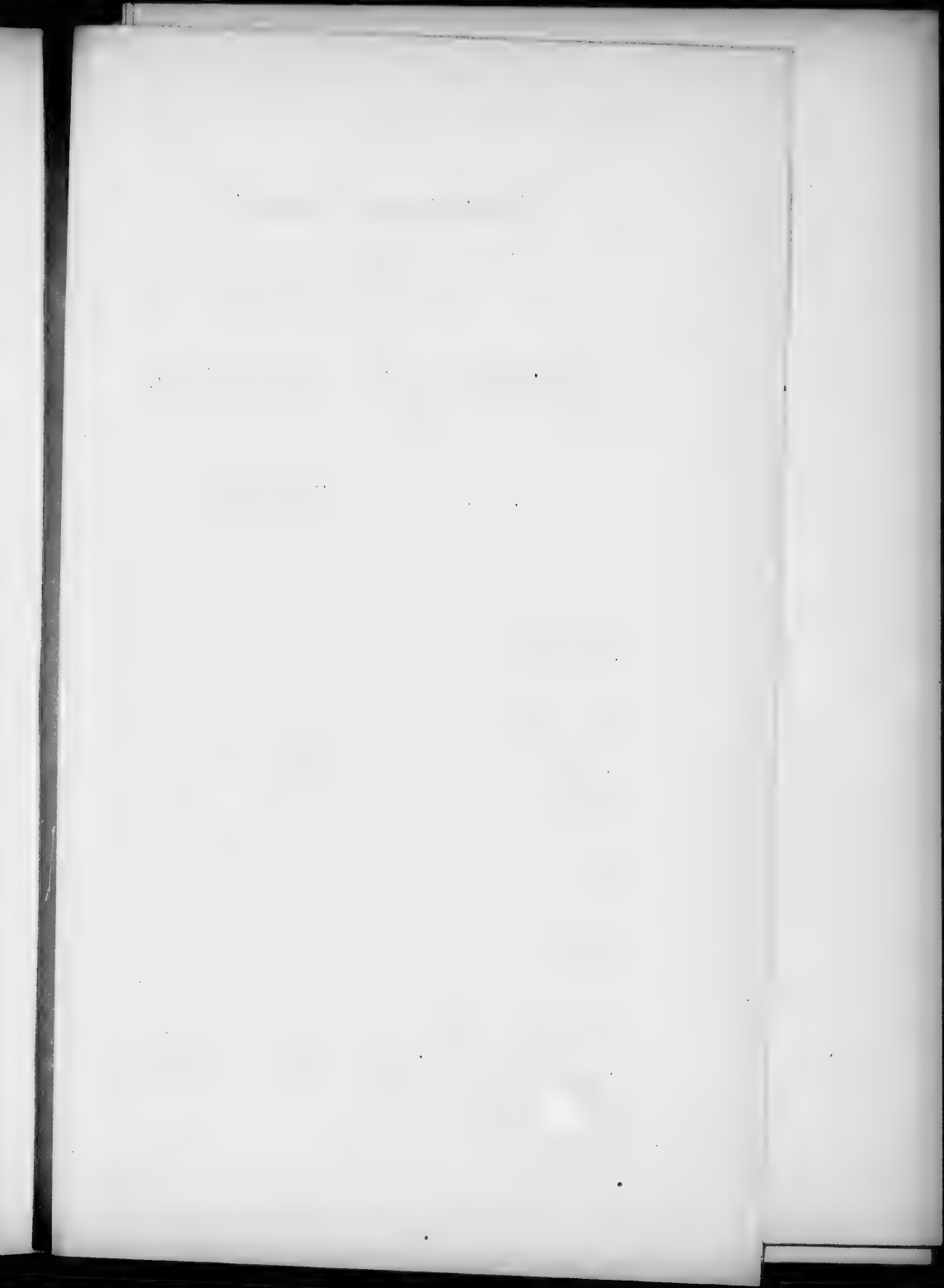
9. A string is stretched over a rough plain curve; find the tension at any point, and the pressure on the curve in the limiting position of equilibrium.

Two equal weights P, Q are connected by a string without weight which passes over a rough fixed horizontal cylinder compare the force required to raise P according as P is pushed up or Q pulled down.

10. Find the resultant attraction of a homogeneous spherical shell of very small thickness on a particle outside the shell.

Deduce the resultant attraction of a sphere on a particle outside it.





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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

PARTICLE DYNAMICS AND NEWTON.

HONORS.

Examiners: { IVA E. MARTIN, B.A.
A. C. MCKAY, B.A.

PARTICLE DYNAMICS.

1. A point moves in a plane curve, find the component accelerations (a) along and perpendicular to the tangent, (b) along and perpendicular to the radius vector.

2. Express in mathematical form the inferences drawn from the laws of motion, which give the equation of motion of a particle.

Compare the tensions of a string to which a mass is attached which revolves round a point in a horizontal circle ten times in a second with the weight of the mass itself, the string being a yard long.

3. A particle is constrained to move in a straight line, and is acted on by an attraction directed to a point not in that line, and expressed by a function $\phi(r)$ of the distance. Determine the time of a small oscillation.

Find the time of quickest descent down a focal chord of a parabola whose axis is vertical.

4. Prove the equation $\frac{d^2u}{d\theta^2} + u = \frac{P}{h^2u^2}$ and find an expression for the velocity.

Three forces u_1D , u_2D , u_3D reside in fixed points, and a particle is projected in any direction; prove that the

periodical time is $\frac{2\pi}{\sqrt{u_1 + u_2 + u_3}}$.

5. Prove that the velocity in the hodograph is the acceleration in the curve.

The hodograph of a particle moving in an ellipse about a centre of attraction in the focus is a circle.

The hodograph is a circle described with constant angular velocity about a point in its circumference, find the original path.

6. A string of length l hangs over a smooth peg so as to be at rest. One end burns away at a uniform rate v . Shew that the other end will, at time t , before the whole slips off the peg, be at a depth x below the peg given by the equation

$(l - vt)\left(\frac{d^2x}{dt^2} + g\right) + v \cdot \frac{dx}{dt} = 2gx$. the unit of length of the string containing the unit of mass.

NEWTON.

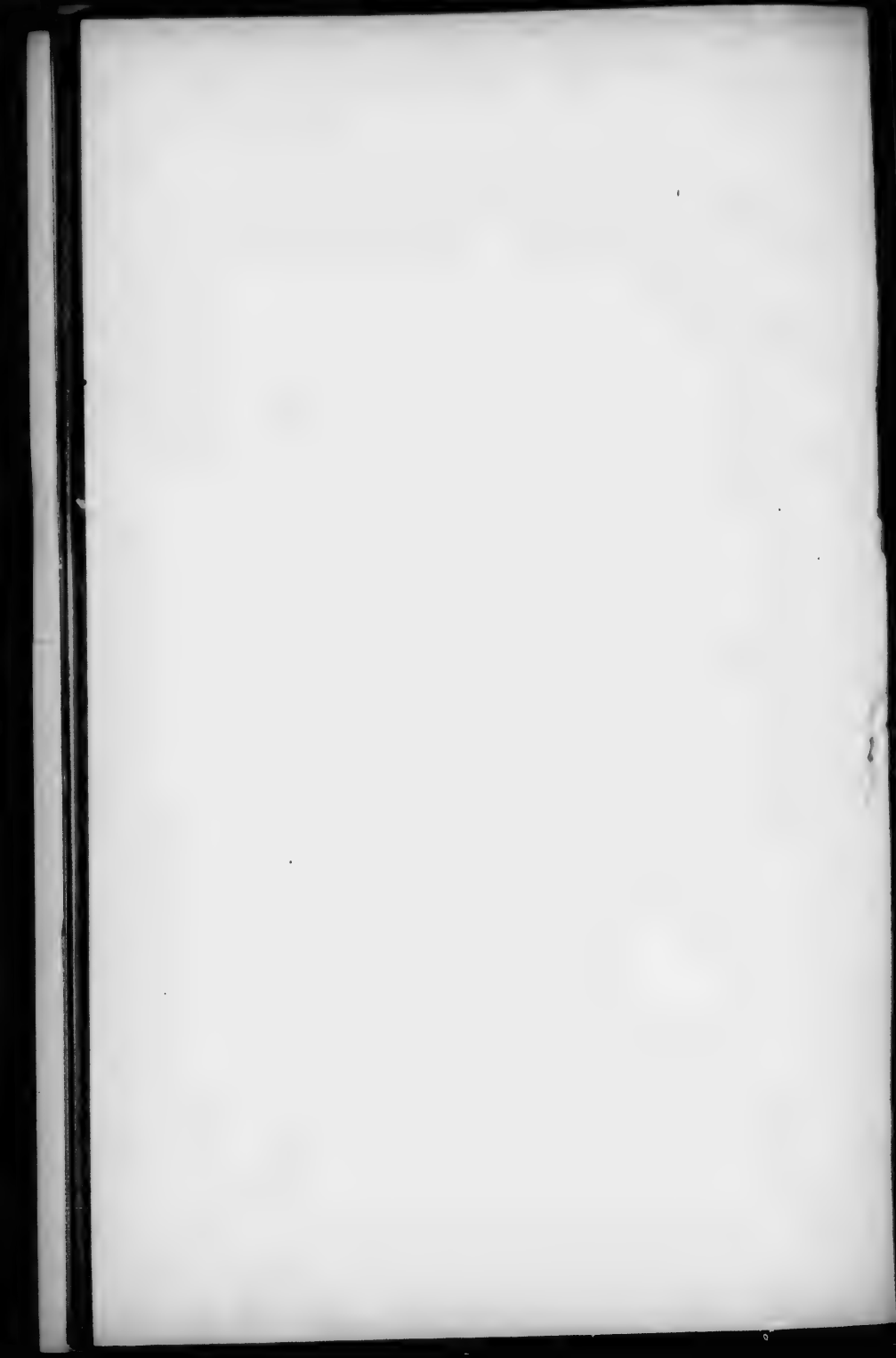
7. If a body be revolving in an ellipse, find the law of centripetal force tending to the centre of the ellipse.

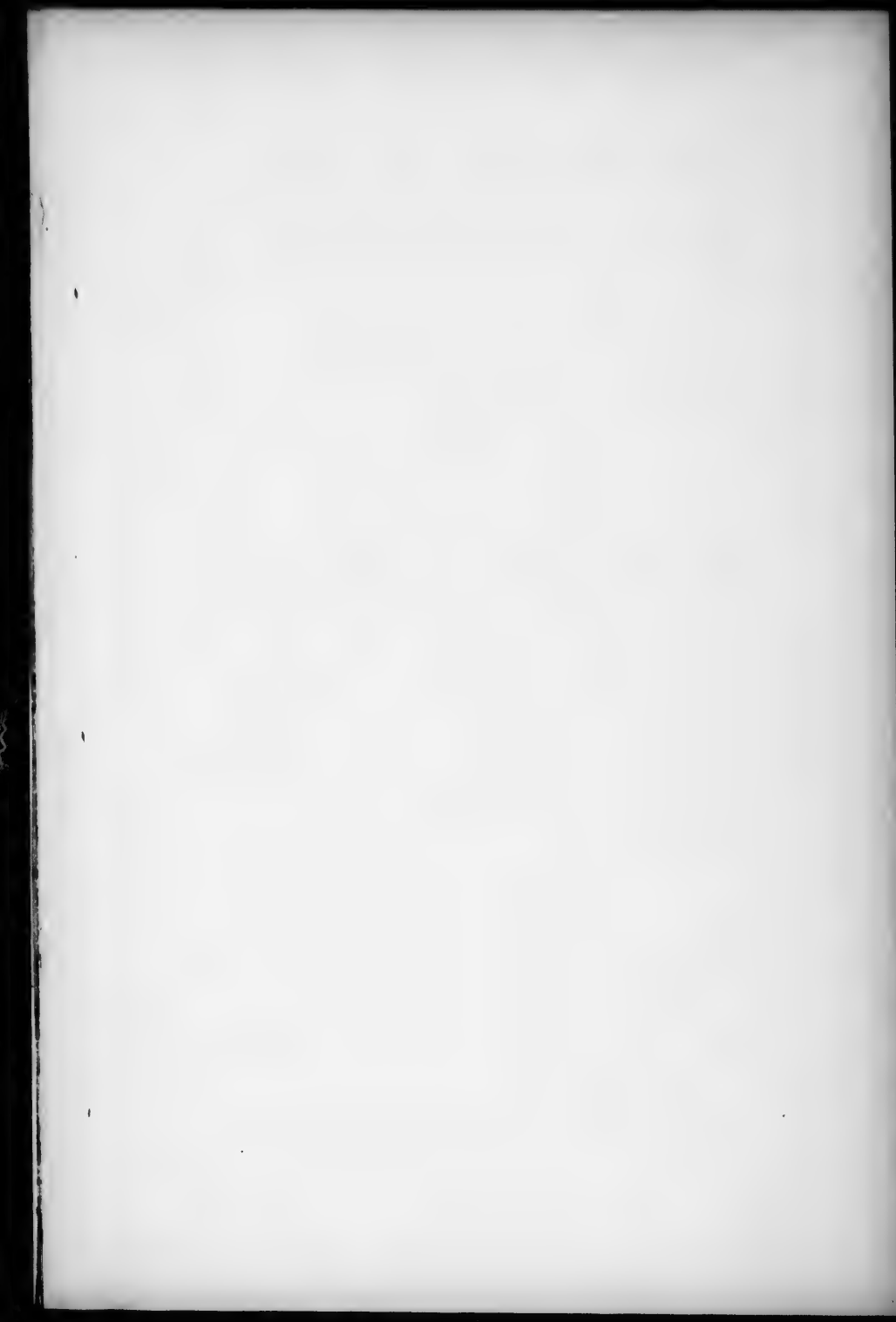
A body describes an ellipse about a centre of force in the centre; prove that if γ, γ^1 , be two radii vectores and a the angle between them, the time of describing the intercepted arc =

$$\frac{1}{\sqrt{a}} \sin^{-1} \frac{\gamma \cdot \gamma^1 \cdot \sin a}{ab}.$$

8. A body is moving in a parabola, find the law of force tending to the focus.

The ratio of the axes of the orbits of two planets is 18 : 13; find the period time of one when that of the other is given.





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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

GEOMETRICAL OPTICS.

HONORS.

Examiners: { A. C. MCKAY, B.A.
 { I. E. MARTIN, B.A.

1. State the laws of ordinary refraction. Show that the deviation produced by a single refraction increases as the angle of incidence increases, and that the deviation increases faster and faster as the angle of refraction increases uniformly.

2. Show that the deviation is a minimum when a ray of light passes through a prism in a principal plane, making the angles of incidence and emergence equal.

When the incident ray is nearly perpendicular to one face of a prism of small angle, show that the deviation is proportional to the angle of the prism and is independent of the angle of incidence.

3. Show how to measure the refractive index of a prismatic solid.

How could you determine the refractive index of an irregular fragment of a transparent mineral?

4. Find the conditions that two lenses made of different kinds of glass, and placed close together, may be achromatic for two given colours.

Show that when light is refracted at a plane surface, the dispersion is proportional to the tangent of the angle of refraction.

5. Describe Huyghens' eye-piece.

Draw a figure showing the course of the rays of light through a compound microscope with a Huyghens' eye-piece.

What are immersion objectives? What object is attained by their use?

6. The range of vision of an unassisted short-sighted eye being given, determine the range when a double concave lens of given focal length is placed close to the eye.

Under what circumstances does one require different spectacles for reading and for viewing distant objects?

7. Account fully for the formation of the secondary rainbow.

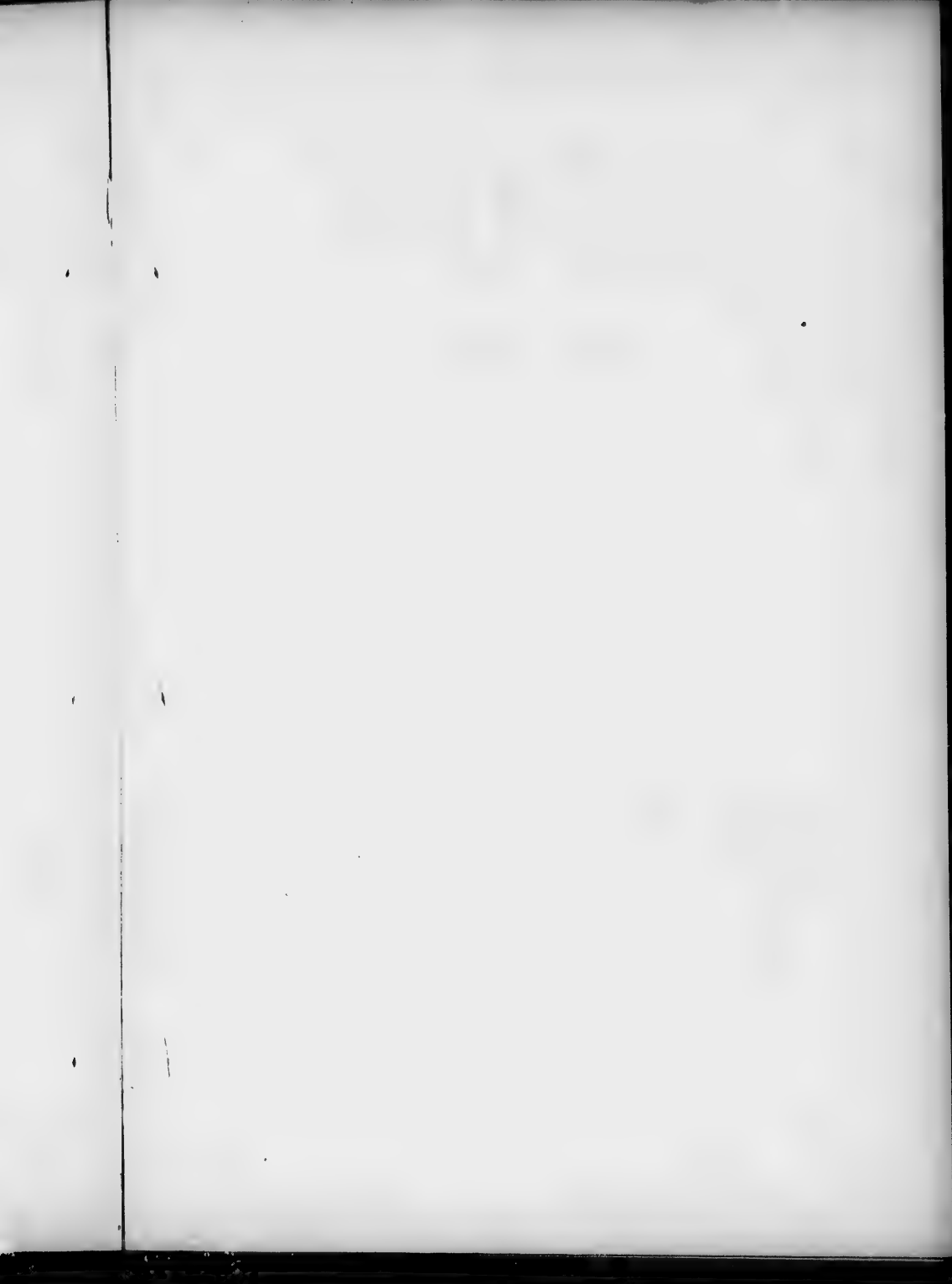
What is a caustic surface?

Find the caustic when parallel light falls on a concave spherical reflector.

8. Find the aberration of a pencil which passes obliquely through a plate of given thickness.

Find the aberration of a pencil directly reflected at a spherical surface.

9. Describe any common form of Heliostat.



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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

HYDROSTATICS.

HONORS.

Examiners: { IVA E. MARTIN, B.A.
A. C. MCKAY, B.A.

1. Obtain an expression for the pressure at any point of a fluid acted upon by any system of forces.

A vessel containing liquid moves vertically upwards with an uniform acceleration, find the pressure at any point.

2. Define *Potential*. *Lines of Force*. *Surfaces of Equal Pressure*. *Level Surface*.

Prove that a necessary condition of equilibrium is that the *lines of Force* may be the normals to the *Surfaces of Equal Pressure*.

The source of the Mississippi River is nearer the centre of the earth than the mouth is. What can be inferred from this about the slope of *Level Surfaces* on the earth?

3. Find an expression for the whole pressure, and the position of the point at which it may be supposed to act on a given plane.

If $ABCD$ is the section of a reservoir wall, the vertical face of which (BC) is towards the water; the width of the top of the wall (AB) is a ; the inclination of AD to the vertical is θ , and s is the specific gravity of the material of the wall; show that when the water reaches the top of the wall the equation of the line of resistance is

$$x^2 \left(\frac{1}{s} + \tan^2 \theta \right) - 3x(y-a) \tan \theta - 3a(2y-a) = 0.$$

The axes of x and y being BC and BA respectively.

4. Find the conditions of equilibrium of a body floating in a fluid.

A body when suspended from an extremity of an elastic string, whose natural length is a , stretches the string to a length na . If the body be now suspended from a point whose height above the surface of a fluid is a , shew that it will sink to a depth $a(n - 2 + n^{-1})$ if the density of the fluid is n^{-1} .

5. Define *Surface of Flotation*, *Surface of Buoyancy*, and *Metacentre*.

A solid, floating at rest in a homogeneous liquid, is made to turn through a very small angle in a given vertical plane; determine whether the fluid pressure will tend to restore it to its original position or not

6. State the laws regulating (1) The pressure of gases at different temperatures. (2) The pressure of the mixture of gases. (3) The pressure of gases at different volumes.

A cylindrical diving bell, of height a , is sunk in water, until the water rises half-way up the axis; find the depth, the height of the water barometer being h .

If the temperature of the air in the cylinder be raised t° , shew that the water recedes a distance equal to $\frac{2a h e t}{2h + a}$ nearly.

7. A flexible surface of any form is exposed to the action of a liquid; find the relation between the *pressure*, *principal tensions*, and the *curvatures* in the directions of these tensions at any point.

Equal quantities of the same material are formed into two thin spherical vessels of given radii; compare the greatest fluid pressure they will sustain.

8. State the laws governing the theory of the existence of a surface tension.

Obtain the equation to the capillary curve in the form

$$\tan \frac{\phi}{4} = \frac{2s}{c} \tan \frac{a}{4}.$$

Explain the possibility of floating a needle on the surface of water.



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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

RIGID DYNAMICS.

HONORS.

Examiners: { A. C. MCKAY, B.A.
I. E. MARTIN, B.A.

1. Define *moment of inertia, radius of gyration*. Show that the moment of inertia of an elliptic lamina about a tangent varies as the square of the perpendicular from the centre on the tangent.

If the momental ellipsoid of a body, at the centre of inertia, is a spheroid, there exists in the body a point such that the moments of inertia about all axes through it are the same.

2. Any displacement whatever of a rigid body may be reduced to a translation and a rotation about an axis.

Explain fully the principle known as "The parallelogram of angular velocities."

3. Show that if a rigid body be thrown vertically up from the earth, the motion of the centre of gravity will not be affected by any rotation the body may have.

4. A cube is swinging freely, suspended from one edge in the horizontal position. Find the length of the equivalent simple pendulum.

What is the least angular velocity when in the lowest position, that the cube may make a complete revolution?

5. Define *centre of percussion*.

Find the centre of percussion of a triangular lamina, one of the sides being the axis of rotation. Find the centre of percussion of a uniform rod, freely suspended from one end.

6. Determine the general equations of motion of a cube, free to move about a point midway between the centre and one corner.

Determine the pressure on the point for any given motion.

7. A rigid body is moving freely in space, when suddenly a point becomes fixed. Determine the initial subsequent motion.

A cube rolls on a perfectly rough plane. Show that when the axis of rotation changes from one edge to another, the angular velocity is reduced in the ratio one-fourth.

8. A body is moving freely about a fixed point, under the action of no impressed forces. Explain Poinsot's representation of the motion.

9. A rough sphere of radius a , rolls in a vertical plane in a horizontal cylinder of radius b . Show that the period of small oscillations is

$$2 \pi \sqrt{\frac{7(b-a)}{5g}}$$

10. A heavy uniform string hangs at rest over a smooth peg. Suddenly one fourth of the string on one side is cut off. Find the instantaneous change of pressure on the peg.

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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

PHYSICS.

Examiners: { A. C. MCKAY, B.A.
 { IVA E. MARTIN, B.A.

1. Distinguish *shadow*, *umbra*, *penumbra*. "When sunlight passes through the spaces between the leaves of trees, circular patches of light are seen on the ground." Why?

2. State the laws of reflection of light.

Show why the image of an object placed before a plane mirror is formed at an equal distance behind the mirror.

3. What is the *focal length* of a concave mirror? Find the formula $\frac{1}{v} + \frac{1}{u} = \frac{2}{r}$.

Draw a figure showing the position and size of the image of a candle, formed by reflection in a concave mirror.

4. Show how to determine practically the focal length of a convex lens.

Explain the principle of the simple microscope.

Distinguish *real* and *virtual* images.

5. Make a drawing of a magic lantern, showing carefully the use of all essential parts.

6. What is meant by the strength of the current produced by a given cell?

Will two cells in the circuit produce double the current?

7. Describe a common form of the tangent galvanometer.

Show why the tangent of the angle of deflection is proportional to the strength of the current.

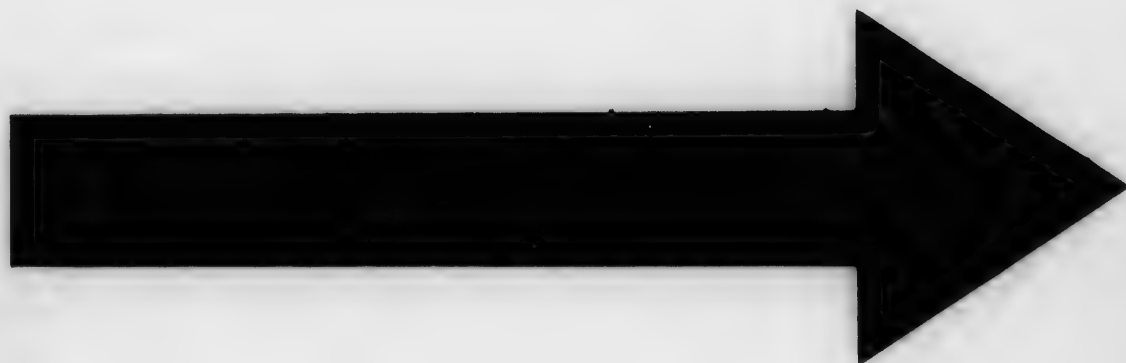
8. Define *potential*, *electromotive force*, *resistance*.

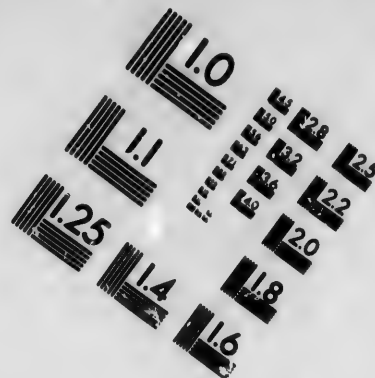
Describe the construction of a direct-reading volt-meter.

9. What is meant by *declination* and *inclination* as applied to the magnetic needle?

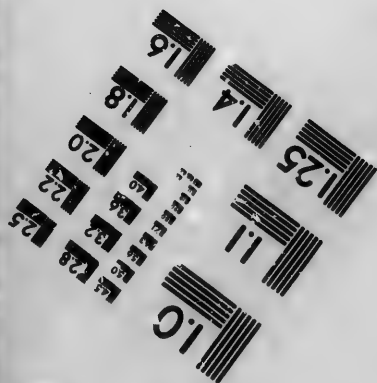
Define *intensity of the magnetic field*.

Why is a magnetic needle deflected by an electric current?



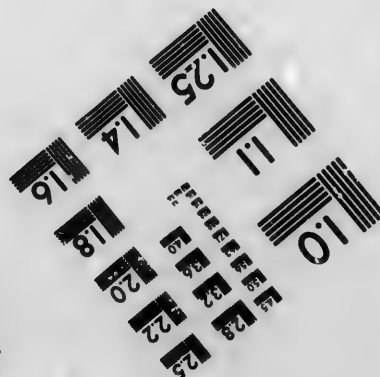


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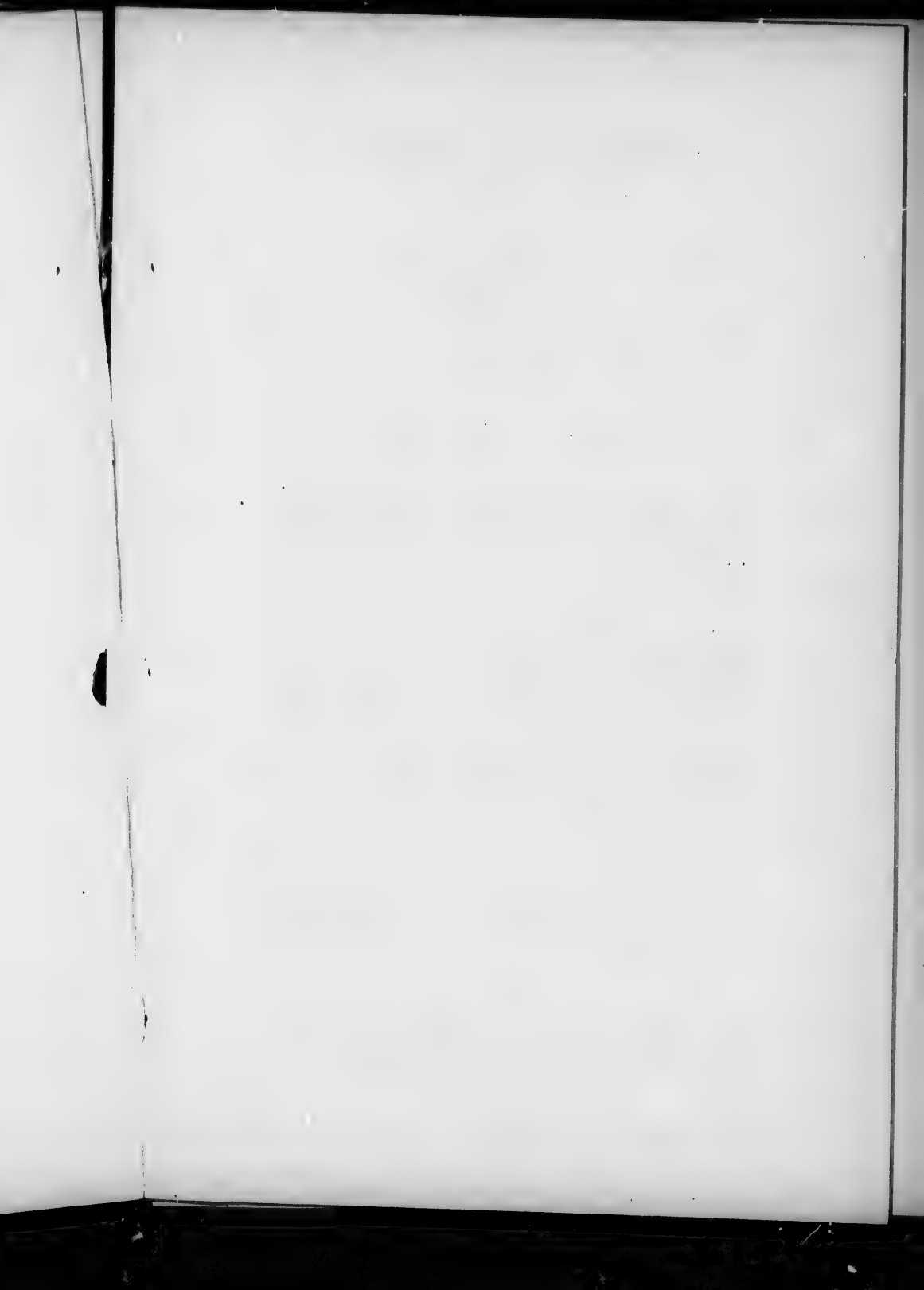
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University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

PROBLEMS.

HONORS.

Examiners: { Iva E. MARTIN, B.A.
A. C. MCKAY, B.A.

1. If forces P, Q, R acting at the centre O of a circular lamina along the radii OA, OB, OC be equivalent to forces P^1, Q^1, R^1 acting along the sides BC, CA, AB of the inscribed triangle, shew that

$$\frac{P \cdot P^1}{BC} + \frac{Q \cdot Q^1}{CA} + \frac{R \cdot R^1}{AB} = 0.$$

2. Two weights P, Q , of similar material, resting on a rough double inclined plane, are connected by a fine string passing over the common vertex, and Q is on the point of motion down the plane: prove that the greatest weight which can be added to P without disturbing the equilibrium is

$$\frac{P \sin 2\varepsilon \cdot \sin (\alpha + \beta)}{\sin (\alpha - \varepsilon) \cdot \sin \beta - \varepsilon},$$

α, β being the angles of inclination of the planes and ε the angle of friction.

3. A very small bar of matter is moveable about one extremity which is fixed halfway between two centres of force attracting inversely as the square of the distance; if l be the length of the bar, and $2a$ the distance between the centres of force, prove that there will be four positions of equilibrium if the ratio of the absolute intensity of the more powerful force be to that of the less powerful is greater than

$$\frac{a + 2l}{a - 2l}.$$

4. A heavy perfectly elastic particle is dropped from a point within a smooth fixed sphere which is distant horizontally $\frac{1}{2}\sqrt{3} - \sqrt{2}$ times the radius from the centre: prove that it will retrace its path after two rebounds.

5. A uniform string is placed on the arc of a smooth curve in a vertical plane and moves under the action of gravity: prove that the equation of motion is

$$\frac{d^2s}{dt^2} = \frac{g}{l} (y_1 - y_2)$$

l being the length of the string, s the arc described by any point of it at a time t , and y_1, y_2 , the depths of its ends below a fixed horizontal st. line.

6. A liquid is acted on by two central forces, each varying as the distance from a fixed point and equal at equal distances from these points, one attractive and one repulsive; prove that the surfaces of equal pressure are planes.

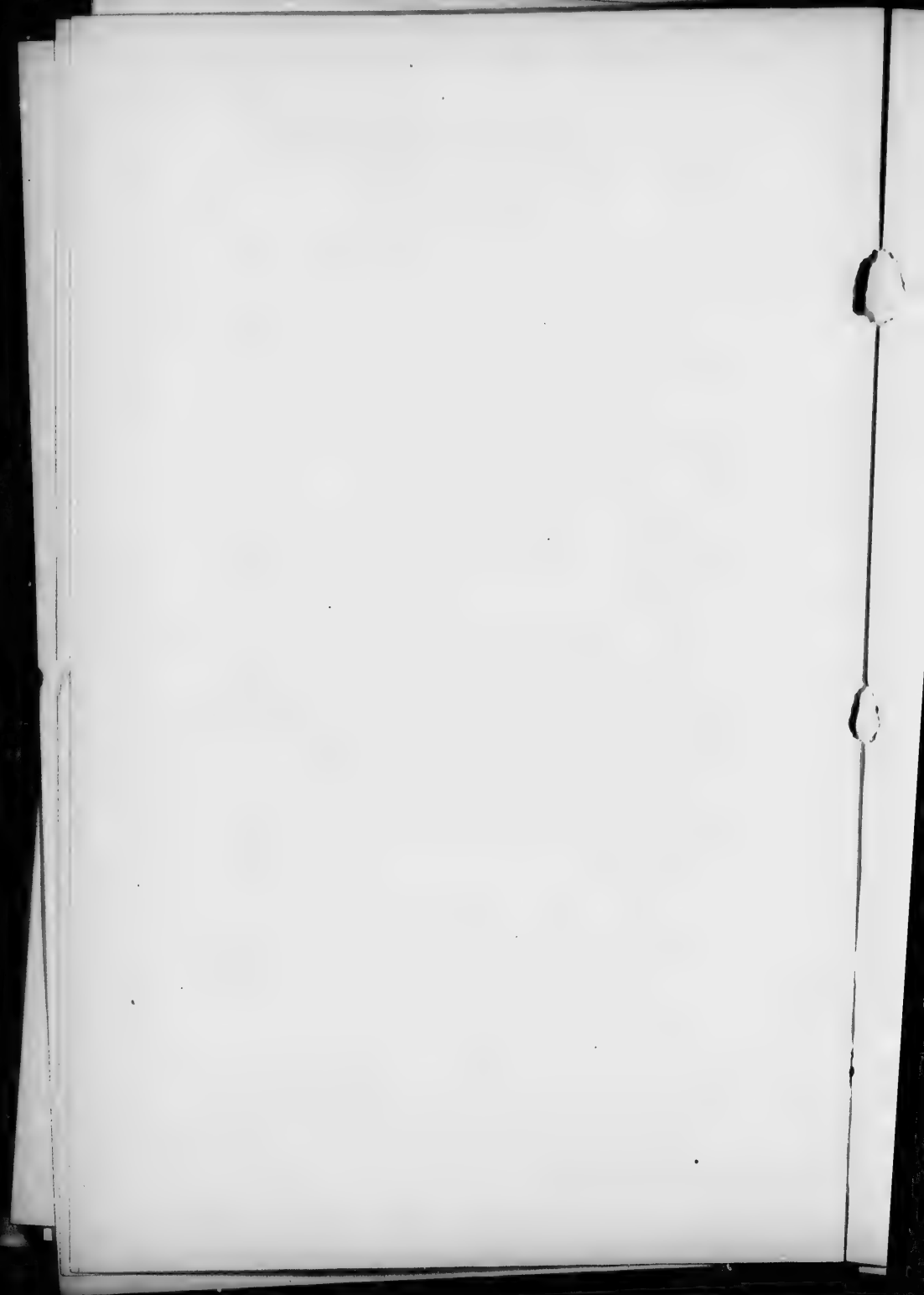
7. A uniform rod rests in an oblique position with half its length immersed in liquid and can turn freely about a point in its length whose distance from the lower end is one-sixth of the length; compare the densities of the rod and liquid and prove that the equilibrium is stable.

8. In viewing a small object with a convex lens of 1 inch focus the lens is $\frac{1}{2}$ inch from the eye, and $\frac{2}{3}$ th of an inch from the object. Determine the magnifying power under these conditions.

9. One end of a heavy rod rests on a horizontal plane and against a vertical wall. All the surfaces being smooth, if the rod slips down determine the motion.

10. A uniform rod of length $2a$ can turn freely about one extremity. In its initial position it makes an angle of 90° with the vertical, and is projected horizontally with angular velocity ω ; show that the least angle it makes with the vertical is given by the equation $4a\omega^2 \cos \theta = 3g \sin^2 \theta$.

11. A sphere is projected obliquely down a rough inclined plane, the motion being pure rolling; determine the friction brought into play, and the path, neglecting the couple of rolling friction.



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ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

ENGLISH.

Examiners : { W. J. ALEXANDER, PH.D.
 { H. H. DEWART, B.A.

1. State the main changes which came over the thought and form of literature in the second half of the Eighteenth Century, and show how these are exemplified in the leading writings of the time.

2. With regard to EIGHT of the following quotation name the writer, the work from which each is taken, and indicate the connection in which the passage appears.

- (a) O blest retirement, friend to life's decline,
Retreats from care that never must be mine,
How happy he, who crowns in shades like these,
A youth of labour with an age of ease ;
Who quits a world where strong temptations try,
And since 'tis hard to combat learns to fly !
- (b) Me, let the tender office long engage,
To rock the cradle of reposing Age,
With lenient arts extend a mother's breath,
Make Langour smile, and smooth the bed of Death.
- (c) But when to mischief mortals bend their will,
How soon they find fit instruments of ill !
- (d) What cannot praise effect in mighty minds,
When flattery soothes and when ambition blinds ?
Desire of power, on earth a vicious weed,
Yet sprung from high is of celestial seed ;
In God 'tis glory, and when men aspire
'Tis but a spark too much of heavenly fire,

- (e) Fate never wounds more deep the gen'rous heart;
Than when a blockhead's insult points the dart.
- (f) Say why are Beauties prais'd and honour'd most
The wise man's passion, and the vain man's toast?
Why deck'd with all that land or sea afford,
Why Angels call'd and Angel-like ador'd?
Why round our coaches crowd the white-glov'd beaux
Why bows the side box from the inmost rows;
How vain are all these glories, all our pains,
Unless good sense preserve what beauty gains!
- (g) Better to hunt in fields for health unbought
Than fee the doctor for a nauseous draught,
The wise for cure on exercise depend;
God never made his work for man to mend.
- (h) But knowledge to their eyes her ample page
Rich with the spoils of time did ne'er unroll.
- (i) The mighty master smiled to see
That love was in the next degree;
'Twas but a kindred sound to move,
For pity melts the mind to love.
- (j) With arms sublime, that float upon the air,
In gliding state she wins her easy way;
O'er her warm cheek, and rising bosom, move
The bloom of young Desire, and purple light of Love
- (k) Beyond the measure vast of thought,
The works, the wizard Time has wrought!
The Gaul, 'tis held of antique story
Saw Britain link'd to his now adverse strand,
No sea between, nor cliff sublime and hoary
He pass'd with unwet feet through all our land.
- (l) Now air is hush'd, save where the weak-ey'd bat,
With short shrill shriek flits by on leathern wing.

3. Tell with the greatest possible conciseness what you know of six of the following:

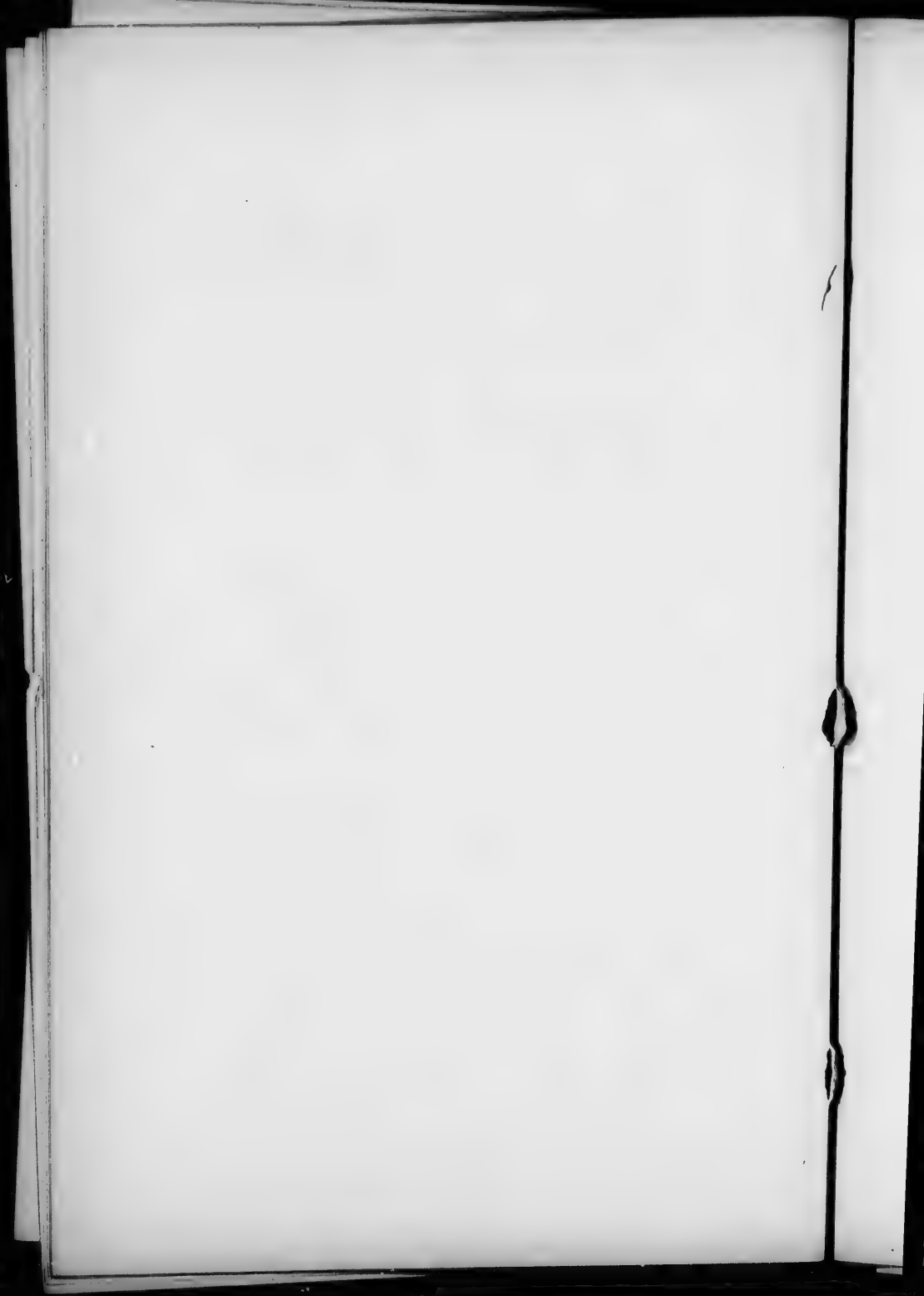
Hudibras, Congreve, Young's Night Thoughts, Pilgrim's Progress, Tristram Shandy, Pepy's Diary, Hind and Panther, Ossian, Bishop Berkeley.

4. (a) Narrate very concisely the life of Pope; (b) describe his personal character, (c) and his literary merits and defects,

5. (a) Describe in a general way the character of the "Spectator" Essays, and (b) preserving in as far as you can the spirit of the original, either describe Sir Roger de Coverley, or reproduce any one of the Essays devoted to him.

6. EITHER show the satiric power and other merits of Swift's *Voyage to Lilliput*,

OR show in what respects the *Rape of the Lock*, (which has been called the "Epos of Society in the reign of Queen Anne") is particularly representative and characteristic of its own age.



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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

ENGLISH.

HONORS.

Examiners: { W. J. ALEXANDER, PH.D.
 { H. H. DEWART, B.A.

A.

1. Contrast the two poets Thomson and Cowper by pointing out differences in matter and manner between Book IV. of the *Seasons* (*Winter*) and Book VI. of the *Task* (*Winter Walk at Noon*), illustrating fully by definite references to points and passages in the two Books mentioned.

2. Give a critical estimate of Goldsmith's *Vicar of Wakefield*, and point out resemblances between his novel and his poems.

3. Exemplify from his speech on *American Taxation*, the characteristics of Burke's intellect, of his style, and of his political principles.

4. Name the writers, point out the stylistic peculiarities, the merits and defects of each of the following passages:—

(a) But there are other judges who think I ought not to have translated Chaucer into English, out of a quite contrary notion. They suppose there is a certain veneration due to his old language; and that it is little less than profanation and sacrilege to alter it. They are farther of opinion that somewhat of his good sense will suffer in this transfusion, and much of the beauty of his thoughts will infallibly be lost, which appear with more grace in their old habit. Of this opinion was that excellent person whom I mentioned, the late Earl of Leicester, who valued Chaucer as much as Mr.

Cowley despised him. My lord dissuaded me from this attempt (for I was thinking of it some years before his death), and his authority prevailed so far with me as to defer my undertaking while he lived, in deference to him. Yet my reason was not convinced with what he urged against it. If the first end of a writer is to be understood, then, as his language grows obsolete, his thoughts must grow obscure. When an ancient word for its sound and significance deserves to be revived, I have that reasonable veneration for antiquity to restore it. All beyond this is superstition. Words are not like landmarks, so sacred as never to be removed. Customs are changed; and even statutes are silently repealed, when the reason ceases for which they were enacted. As to the other part of the argument, that his thought will lose of their original beauty, by the renovation of words: in the first place, not only their beauty, but their being is lost, when they are no longer understood; which is the present case. I grant that something must be lost in all transfusion, that is, in all translations; but the sense will remain, which would otherwise be lost, or at least be maimed, when it is scarce intelligible, and that but to a few. How few are there who can read Chaucer so as to understand him perfectly! And if imperfectly, then with less profit and no pleasure. 'Tis not for use of some old Saxon friends that I have taken these pains with him: let them neglect my version, because they have no need of it. I made it for their sakes who understand sense and poetry as well as they, when that poetry and sense is put into words which they understand.

(b) Yet these failures, however frequent, may admit extenuation and apology. To have attempted much is always laudable, even when the enterprise is above the strength that undertakes it; to rest below his own aim is incident to every one whose fancy is active, and whose views are comprehensive; nor is any man satisfied with himself because he has done much, but because he can conceive little. When first I engaged in this work, I resolved to leave neither words nor things unexamined, and pleased myself with a prospect of the hours I should revel away in feasts of literature, the obscure recesses of Northern learning which I should enter and ransack, the treasures with which I expected every search into those neglected

mines to reward my labour, and the triumph with which I should display my acquisitions to mankind. When I had thus inquired into the original of words, I resolved to pierce deep into every science, to inquire the nature of every substance of which I inserted the name, to limit every idea by a definition strictly logical, and exhibit every production of art or nature in an accurate description, that my book might be in place of all other dictionaries, whether appellative or technical. But these were the dreams of a poet doomed at last to wake lexicographer. I soon found that it is too late to look for instruments when the work calls for execution, and that whatever abilities I had brought to the my task, with those I must finally perform it. To deliberate whenever I doubted, to inquire whenever I was ignorant, would have protracted the undertaking without end, and, perhaps, without improvement; for I did not find by my first experiments, that what I had not of my own was easily to be obtained; I saw that one inquiry only gave occasion to another, that book referred to book, that to search was not always to find, and to find was not always to be informed; and that thus to pursue perfection, was, like the first inhabitants of Arcadia, to chase the sun, which when they had reached the hill where he seemed to rest, was still beheld at the same distance from them.

B.

5. Describe the character of Lady Macbeth, and her influence in the development of the plot.

6. Name the speaker of each of the following passages, and indicate the circumstances under which it is uttered; also express concisely and accurately in your own words the meaning of each passage:

- (a) My thought, whose murther yet is but fantastical,
Shakes so my single state of man that function
Is smothered in surmise
- (b) All that impedes thee from the golden round
Which fate and metaphysical aid doth seem
To have thee crown'd withal
- (c) The love that foliows us sometime is our trouble,
Which still we thank as love. Herein I teach you
How you shall bid God 'ield us for your pains
And thank us for your trouble.

(d) Come, fate, into the list
And champion me to the utterance

(e) In such bloody distance
That every minute of his being thrusts
Against my near'st of life

7. Describe as vividly as you can the Banqueting
scene.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

ENGLISH.

HONORS.

Examiners: { DAVID R. KEYS, M.A.,
H. H. DEWART, M.A.

ANGLO-SAXON.

I.

1. What causes led to the study of Anglo Saxon in the 16th century? Sketch the progress of the study up the present time.

2. How did Anglo Saxon consonants differ in pronunciation from their English modern representatives?

3. Write down the mutation forms of *ā*, *ea*, *o*, *ō*, *ēo*, and give examples of words thus related. Explain the cause of mutation. Compare English with Gothic Icelandic, and O. H. G. in this regard. Cite instances of *u* umlaut in Anglo Saxon.

4. What is meant by the expression "O. E. original *a*"? By what phonetic laws has this *a* been influenced, and what are its common modern forms?

5. Give the A. S. gradation series with illustrations. Explain the vowel change in *feallan* . . *feoll*.

6. Give rules for gender in A. S. Account for the gender of *God*, *wif*, *mōna*, *cildhād*, *wifmann*, *dēofol*.

7. Give Sweet's classification of strong nouns, and compare with that of Sievers.

8. Translate and derive accounting for the phonetic changes, *forma*, *ōther*, *fifta*, *siexta*, *eahta*, *endlufon*.

9. Decline in full the interrogative pronouns including *hwele*.

10. Translate and give principal parts of *bēatan*, *bēodan*, *bīdan*, *biddan*, *bītan*, *fleogan*, *fleon*, *slēan*, *swe-rian*, *teran*.

11. What is the force of the following prefixes and suffixes: *æg-*, *for-*, *to-*, *-ing*, *-uth*, *-unga*.

12. How is the genitive used in A. S.?

13. How did the A. S. use of tenses differ from that in Modern English?

II.

Translate :

Se *mōna* his *leoht* ne *selth* and *steorran* of *heofone* *feallath*. He for-let eall woruld-thing. Gif se *biscop* *dēth* be his agnum willan and wile bindan *thone* unscyldigan and *thone* scyldigan *ālie-san*, *thonne* for-liest he *thā* *miht* the him God for-geaf. Se *lichama*, the is *thære* *sāwle* *rēaf*, and *bīdath* *thæs* *miclan* *dōmes*, and *thēah* he *bēo* *tō* *dūste* *formolsnod*, God hine *ārwerth*. *Twēgen* menn *ēodon* into Godes temple hie *tō* *gebiddenne*. Se *witegā* *āwrat* be *thām* *fēower* *nītenum* the him *atiewdu* *wæron*, *thæt* hie *hæfden* *ēagan* him on *ēlce* *healfe*. "Hwone *secgath* menn *thæt* *sie* *man-nes* *Sunu*?" Hie *scufon* *ūt* *hieru* *scipu* and *gewend*on him *begeondan* *sæ*. *God* is *ūs* *hēr* *tō* *bēonne*.

1. Write etymological notes on the words in *italics*.

2. Parse *bēo*, *tō* *gebiddenne*, *atiewdu*, *hæfden*, *sie*, *Gōd*.

3. Explain the change in construction that is revealed by comparing the above passage with the English translation.

III.

Translate :

Sum *cwēn* *wæs* on *sūth-dæle*, *Saba* *gehāten*, *snotor* and *wīs*. *Thā* *gehierde* *hēo* *Salomones* *hlisan* and *cōm* *fram* *thām* *sūthernum* *gemærum* *tō* *Salomone* *binnan* *Hierusalēm* *mid* *micelre* *fare* and *hiere* *olfendas* *bæron* *sūtherne* *wyrta* and *dēorwierthe* *gimm-stānas* and *ungerin* *gold*. *Sēo* *cwēn* *thā* *hæfde* *spræce* *with* *Salomon* and *sægde* *him* *swā* *hwæt* *swā* *hēo* on *hiere* *heortan* *gethōhte*.

Salomon *thā* hie lærde and hie sægde ealra *thāra* worda andgiet *the* *hēo* hine *ā*scode. *Thā* geseah *sēo* *cwēn* Salomones wīsdōm and *thæt* *māere* temple *the* *hē* getimbrod hæfde and *thā* lāc *the* man God offrode, and *thæs* cyninges manigfealde *thegnunga* and was to *thæm* swiþe of-wundred *thæt* *hēo* næfde furthor nāne gāst for *thæm* *the*, *hēo* mihtē nū furthor smeān. *Hēo* cwæth *thā* tō *thæm* cyninge : Sōth is *thæt* word *the* ic gehierde on minum earde be *thī* and be *thīnum* wīsdōme, ac ic nolde geliefan ær *thæm* *the* ic self hit gesāwe. Nu hæbbe ic āfandod *thæt* *mē* næs be healfum dæle *thīn* mærho ge^ythed. *Māre* is *thīn* wīsdōm and *thīn* weorc *thonne* se hlisa wære *the* ic gehierde. Eadige sind *thīne* thegnas and *thīne* *thēo*-was *the* simle ætforan *thē* standath, and *thīnne* wīsdōm gehiera^h. Geblētsod sie se ælmihtiga God, *the* *thē* gecēas and gesette ofer Israhēla rice ; *thæt* *thīn* dōmas sette and rihtwīsnesse.

1. Illustrate from the above extract the A. S. usage in respect (a) of the declension of adjectives, (b) of the employment of the subjunctive mood.

2. Give principal parts and conjugation of all strong verbs.

V.

Translate :

Thā cōmon on sunne sēl ungesælige *thēofas* eahta on ānre nihte tō *thæm* ārweorthan hālgan : woldon stēlan *thā* mātmas *the* menn *thider* brōhton, and cunnodon mid cræfte hīc hū inn cuman mihten. Sum slog mid slecge swiþe *thā* hāspan, sum hiera mid fēolan fēolode ymb ūtan, sum ēac under dealf *thā* duru mid spadan sum hiera mid hlæddre wolde on-lūcan *thæt* ēag-thyrel ; ac hīc swuncon on idel and earmlice fērdon, swā *thæt* se hālg wer hīc wundorlice geband ælcne swā hē stōd strūtiendne mid tōle *thæt* hiera nān ne mihte *thæt* morth gefremman ne hīc *thanon* āstyrian ac stōdon swā oth mergen.

1. Parse sēl, mihten, swiþe, strūtiendne, hāspan.

2. Cunnodon, wolde. Conjugate these verbs in full. Account as far as you can for their peculiarities.

3. Write etymological notes on ungesælige, menn, swithe, ðac, duru, ēag—thýrel, swuncon, wer.

4. What trace of Latin may here be found? Refer to other evidences furnished by the Primer of the foreign elements in Anglo Saxon.

5. Show the poetical character of this extract. Who was its author?

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ANNUAL EXAMINATIONS : 1891.

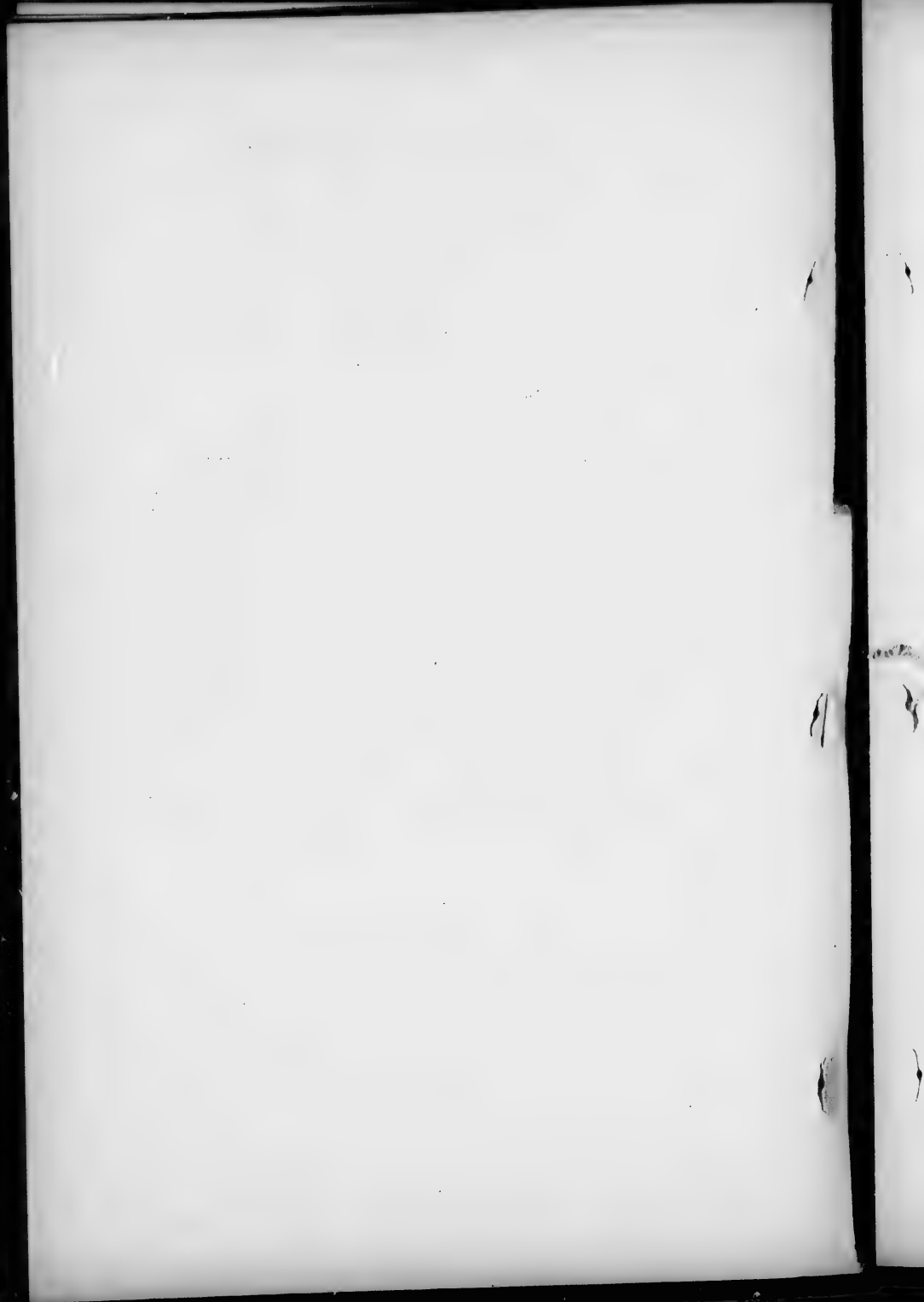
THIRD YEAR.

HISTORY.

Examiner : E. C. JEFFREY, B.A.

NOTE.—Candidates may write on five of the questions only.

1. Discuss the settlement and political development of Canada, up to the passage of the British North America Act.
2. Recount the causes and results of North German federation.
3. Outline the effects of the French Revolution and the American War of Independence, upon British North American history.
4. Contrast the colonial histories of England and France.
5. Trace the growth of democratic government in modern Europe.
6. Describe the influences which made for Canadian federation.



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ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

HISTORY.

HONORS.

Examiner : H. H. DEWART, B.A.

1. Give the principal provisions of the Peace of Westphalia and discuss its effect upon subsequent European history.

2. Contrast the political importance and territorial power of Spain at the death of Philip II., and in 1815.

3. (a) Give an account of the origin of the Seven Years' war, and detail the leading circumstances of the war in America. (b) What was its exact effect upon the territorial power of England and France respectively upon this continent ?

4. Point out the effects of the French Revolution upon (a) France, (b) Europe, (c) America.

5. What were the causes and results of North German Federation ?

6. Give an account of the rise and establishment of responsible parliamentary government in England.

7. What were the principal provisions and political effects of the Quebec Act of 1774 ?

8. Outline briefly the position of affairs in Canada immediately prior to the time of Lord Durham's Report, and give the most important features and results of this report.

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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

ANCIENT HISTORY.

HONORS.

Examiners: { WILLIAM DALE, M.A.
 { R. J. BONNER, B.A.

NOTE.—Candidates are requested to enclose the answers to questions in sections A and B in separate envelopes. Not more than four questions in section A are to be attempted. Dates are required wherever necessary.

A.

1. Translate: "*Neque dum Hannibal in Italia moratur, neque proximis post excessum eius annis, vacavit Romanis colonias condere; cum esset in bello conquirendus potius miles, quam dimittendus, et post bellum vires refovendae magis, quam spargendae.*"

(a) What colonies were founded during the period (264-168 B.C.)? What was the object of each, and to which class of colonies did each belong?

(b) Describe the condition of Italy at the close of the Second Punic War.

(c) Distinguish between *ἀποικία*, *colonia* and *colony*.

2. (a) Give an account of the rise and growth of the Carthaginian Empire up to the time of the First Punic War.

(b) Compare the condition of the allies and subjects of Carthage with that of the allies and subjects of Rome.

Translate: Σημεῖον δὲ πολιτείας συντεταγμένης τὸ τὸν δῆμον ἔχουσιν (sc. τὴν πόλιν) διαμένειν ἐν τῇ τάξει τῆς πολιτείας, καὶ μὴτε στάσιν ὃ, τι καὶ ἄξιον εἰπεῖν, γεγενῆσθαι μὴτε τύραννον.

Is this remark true of Carthage?

3. Translate: *Cn. Scipionem cum pallio crepidisque inambulare in gymnasio, libellis cum palaestraeque operam dare: aequè sequiter molliterque cohortem totam Syracusarum innoentia frui: Carthaginem atque Hannibalem exardisse de memoria: exercitum omnem licentia corruptum.* What is the meaning of *cohors*?

Describe the career and character of Cn. Cornelius Scipio Africanus.

4. (a) Give the history of the dictatorship from B.C. 218 onwards.

(b) Describe the financial expedients of the Roman government during the Second Punic War.

5. Give an account of the life, writings and character of Marcus Porcius Cato.

6. Describe the effects of *Hellenism* (the influence of Greece on Rome) during this period (a) in politics; (b) in literature.

Translate and explain:

Sperne mores transmarinos, mille habent officias.

Cive Romano per orbem nemo vivit rectius.

Quippe malim unum Catonem, quam trecentos Socratas.

7. Estimate the *economic* effects of the conquests of this period (a) on the Romans proper; (b) on the Italians generally.

8. Trace the causes which led to the outbreak of the Third Macedonian War, and describe the settlement of the affairs of the East at its close.

B.

NOTE.--Not more than four questions are to be attempted, of which two must be selected from the first three.

1. Contrast the rule of Sparta with that of Athens, stating clearly the data upon which our knowledge of the rule of Sparta rests.

2. Give an account of the conspiracy of Kinadon as told by Xenophon, showing, by suitable comments on interesting and suggestive points in the narrative, the light it throws on the internal condition of Sparta.

3. (a) Note the principal defects in Xenophon as an historian.

(b) What circumstances peculiarly fitted him to be the historian of this period?

4. Describe the relations existing between Sparta and her Peloponnesian allies from the peace of Antalkidas to 360 B.C.

5. Give a concise account of the rule of "The Thirty" in Athens.

Outline, and discuss the adequacy of, the defence of Theramenes.

6. Trace the revival and progress of the naval power of Athens from 404 B.C. to 370 B.C., pointing out the causes and importance of each advance that was made.

7. Account for the sudden ascendancy of Thebes.

8. Compare the efficiency of Greek commanders and soldiers with that of Persian commanders and soldiers, drawing your conclusions from the events of this period.

Why did Greek commanders so seldom lay siege to a city?

University of Toronto.

ANNUAL EXAMINATIONS · 1891.

THIRD YEAR.

FRENCH.

Examiner : A. J. BELL, M.A., PHD,

I.

LA BRUYÈRE, LES CARACTÈRES.

Translate : (a).

Un homme de la cour qui n'a pas un assez beau nom, doit l'ensevelir sous un meilleur ; mais s'il l'a tel qu'il ose le porte, il doit alors insinuer qu'il est de tous les noms le plus illustre, comme sa maison de toutes les maisons la plus ancienne ; il doit tenir aux Princes Lorrains, aux Rohans, aux Chastillons, aux Montmorencis, et, s'il se peut, aux princes du sang ; ne parler que de ducs, de cardinaux et de ministres ; faire entrer dans toutes les conversations ses aïeux paternels, et y trouver place pour l'oriflamme et pour les croisades ; avoir des salles parées d'arbres généalogiques, d'écussons chargés de seize quartiers, et de tableaux de ses ancêtres et des alliés de ses ancêtres ; se piquer d'avoir un ancien château à tourelles, à créneaux et à mâchecoulis ; dire en toute rencontre ; *ma race, ma branche, mon nom et mes armes* ; dire de celui-ci qu'il n'est pas homme de qualité, de celle-là qu'elle n'est pas demoiselle ; ou si on lui dit qu' *Hyacinthe* a eu le gros lot, demander s'il est gentilhomme : quelques-uns riront de ces contre-temps, mais il les laissera rire : d'autres en feront des contes, et il leur permettra de conter ; il dira toujours qu'il marche après la maison régissante, et, à force de le dire, il sera cru.

(b) Celui qui dit : *Je dînai hier à Tibur, ou : j'y soupe ce soir*, qui le répète, qui fait dix fois entrer le nom de *Plancus* dans les moindres conversations, qui dit : *Plancus me demandoit . . je disois à Plancus . .* celui-là même apprend dans ce moment que son héros vient d'être enlevé par une morte extraordinaire. Il part de la main, il rassemble le peuple dans les places ou sous les portiques, accuse le mort, décrie sa conduite, dénigre son consulat, lui ôte jusqu'à la science des détails que la voix publique lui accorde, ne lui passe point une mémoire heureuse, lui refuse l'éloge d'un homme sévère et laborieux, ne lui fait pas l'honneur de lui croire parmi les ennemis de l'empire un ennemi.

1. *contre-temps*. Give rules for forming the plural of compound nouns, illustrating by examples.

2. Cite the explanation usually given of the proper names in extract (b).

3. *aux princes Lorrains . . . aux Montmorencis*. Mention any members of these families eminent in French history.

4. *jetez-moi dans les troupes comme un simple soldat, je suis Thersite ; mettez-moi à la tête d'une armée dont j'aie à répondre à toute l'Europe, je suis Achille*. Give La Bruyère's reason for this.

5. Translate and explain : Le prince n'a point assez de toute sa fortune pour payer un basse complaisance, si l'on en juge par tout ce que celui qu'il veut récompenser y a mis du sien ; et il n'a pas trop de toute sa puissance pour le punir, s'il mesure sa vengeance au tort qu'il en a reçu.

II.

LA FONTAINE, FABLES.

Translate :

Un homme de moyen âge,
En tirant sur le grison,
Jugea qu'il étoit saison
De songer au mariage.
Il avoit du comptant,
Et partant

De quoi choisir : toutes vouloient lui plaire :
En quoi notre amoureux ne se pressoit pas tant ;
Bien adresser n'est pas petite affaire.

Deux veuves sur son cœur eurent le plus de part :
 L'une encor verte, et l'autre un peu bien mûre,
 Mais qui réparoit par son art
 Ce qu'avoit détruit la nature.
 Ces deux veuves, en badinant,
 En riant, en lui faisant fête,
 L'alloient quelquefois testonnant,
 C'est-à-dire ajustant sa tête.

La vieille, à tout moment, de sa part emportoit
 Un peu du poil noir qui restoit,

Afin que son amant en fût plus à sa guise.
 La jeune saccageoit les poils blancs à son tour.
 Toutes deux firent tant, que notre tête grise
 Demeura sans cheveux et se douta du tour.

" Je vous rends, leur dit-il, mille grâces, les belles,
 Qui m'avez si bien tondu :

J'ai plus gagné que perdu ;
 Car d'hymen point de nouvelles.

Celle que je prendrois voudroit qu'à sa façon
 Je vécuasse, et non à la mienne.

Il n'est tête chauve qui tienne :

Je vous suis obligé, belles, de la leçon.

1. *de quoi.* Illustrate, by examples, any uses of this phrase as a substantive.

2. *en lui faisant fête.* Translate (a) *Il célébroit sa fête* ; (b) *Il prévient, il s'offre, il se fait de fête* ; (c) *Il n'est pas tous les jours fête.*

3. *l'alloient.* Write a note on the position of the pronoun here.

4. *les belles.* Account for the use of the article.

5. *nouvelles.* Translate into French (a) *I have just heard from him* ; (b) *Have you ever heard of his brother Henry* ? (c) *I have just heard that he came back yesterday.*

6. *Il n'est tête chauve.* Cite analogous completions of the negative.

III.

Translate :

Digne fille de saint Édouard et de saint Louis,
 elle s'attacha du fond de son cœur à la foi de ces
 deux grands rois. Qui pourrait assez exprimer
 le zèle dont elle brûlait pour le rétablissement de
 cette foi dans le royaume d'Angleterre, où l'on en

conserve tant de précieux monuments ? Nous savons qu'elle n'eût pas craint d'exposer sa vie pour un si pieux dessein : et le ciel nous l'a ravie ! O Dieu ! que prépare ici votre éternelle providence ? Me permettez-vous, ô Seigneur, d'envisager en tremblant vos saints et redoutables conseils ? Est-ce que les temps de confusion ne sont pas encore accomplis ? Est-ce que le crime qui fit céder vos vérités saintes à des passions malheureuses est encore devant vos yeux, et que vous ne l'avez pas assez puni par un aveuglement de plus d'un siècle ? Nous ravissez-vous Henriette par un effet du même jugement qui abrégé les jours de la reine Marie, et son règne si favorable à l'Eglise ? ou bien voulez-vous triompher seul ? et, en nous ôtant les moyens dont nos désirs se flattaient, réservez-vous, dans les temps marqués par votre prédestination éternelle, de secrets retours à l'état et à la maison d'Angleterre ?

1. *pour le rétablissement de cette foi.* Describe the part played by Henrietta in the plot to bring this about.

IV.

Translate into French ;

It is no doubt a pleasant thing to have a library left you. The present writer will disclaim no such legacy, but hereby undertakes to accept it, however dusty. But, good as it is to inherit a library, it is better to collect one. Each volume then, however lightly a stranger's eye may roam from shelf to shelf, has its own individuality, a history of its own. You remember where you got it, and how much you gave for it ; and your word may safely be taken for the first of these facts, but not for the second. The man who has a library of his own collection is able to contemplate himself objectively, and is justified in believing in his own existence. No other man but he would have made precisely such a combination as his. Had he been in any single respect different from what he is, his library, as it exists, never would have existed. Therefore, surely he may exclaim, as in the gloaming he contemplates the books of his loved ones, "They are mine, and I am theirs."

OBITER DICTA.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

FRENCH.

Examiner: W. C. P. BREMNER, B.A.

Translate :

I.

VALÉRE.

Que parlez-vous ici d'Albe et de sa victoire ?
Ignorez-vous encor la moitié de l'histoire ?

LE VIEIL HORACE.

Je sais que par sa fuite il a trahi l'État.

VALÉRE.

Oui s'il eût en fuyant terminé le combat ;
Mais on a bientôt vu qu'il ne fuyait qu'en homme
Qui savait ménager l'avantage de Rome.

LE VIEIL HORACE.

Quoi ! Rome donc triomphe ?

VALÉRE.

Apprenez, apprenez

La valeur de ce fils qu' à tort vous condamnez.

Resté seul contre trois, mais en cette aventure,
Tous trois étant blessés, et lui seul sans blessure,
Trop faible pour eux tous, trop fort pour chacun d'eux
Il sait bien se tirer d'un pas si hasardeux ;
Il fuit pour mieux combattre, et cette prompte ruse
Divise adroitement trois frères qu'elle abuse.
Chacune le suit d'un pas ou plus ou moins pressé,

Selon qu'il se rencontre ou plus ou moins blessé ;

* * * * *

Horace les voyant l'un de l'autre écartés
Se retourne, et déjà les croit demi-domptés ;
Il attend le premier, et c'était votre gendre ;
L'autre, tout indigné qu'il ait osé l'attendre,
En vain en l'attaquant fait paraître un grand cœur,
Le sang qu'il a perdu ralentit sa vigueur.

1. What peculiarity of the French classic Theatre is seen in the extract ?

2. *Encor.* Why not *encore* ?

3. *C' était votre gendre.* Write a note on the use of *ce*, as a pronoun.

II.

Translate :

Dans ce désordre à mes yeux se présente
Un jeune enfant couvert d'une robe éclatante,
Tels qu'on voit des Hébreux les prêtres revêtus.
Sa vue a ranimé mes esprits abattus ;
Mais lorsque, revenant de mon trouble funeste,
J'admirais sa douceur, son air noble et modeste,
J'ai senti tout à coup un homicide acier
Que le traître en mon sein a plongé tout entier.
De tant d'objets divers le bizarre assemblage
Peut-être du hasard vous paraît un ouvrage :
Moi-même quelque temps, honteuse de ma peur,
Je l'ai pris pour l'effet d'une sombre vapeur.
Mais de ce souvenir mon âme possédée
A deux fois en dormant revu la même idée ;
Deux fois mes tristes yeux se sont vu retracer
Ce même enfant toujours tout prêt à me percer.

ATHALIE.

1. Note any peculiarities in construction, and any words that have not their usual meaning.

2. Write a short note on French versification. Scan lines 1, 2, 3, 4.

3. Give the principal parts (give Fut.), writing the Pres. Indic. in full, of *voit*, *revêtus*, *abattus*, *senti*, *plongé*, *dormant*.

III.

Translate :

CATHOS. (a) En effet, je trouve que c'est renchérir sur le ridicule, qu'une personne se pique d'esprit, et ne sache pas jusqu' au moindre petit quatrain qui se fait chaque jour; et pour moi j' aurais toutes les hontes du monde, s'il fallait qu'on vînt à me demander si j'aurais vu quelque chose de nouveau que je n'aurais pas vu.

MASCAR. Il est vrai qu'il est honteux de n'avoir pas des premiers tout ce qui se se fait. Mais ne vous mettez pas en peine; je veux établir chez vous une académie de beaux esprits; et je vous promets qu'il ne se fera pas un bout de vers dans Paris que vous ne sachiez par cœur avant tous les autres. Pour moi, tel que vous me voyez, je m'en escrime un peu, quand je veux; et vous verrez courir de ma façon, dans les belles ruelles de Paris, deux cents chansons, autant de sonnets, * * *

1. Explain the cases of the Subjunctive in the extract.

2. *Qu' on vînt à me demander.* Translate : He came to call on me, but I had just gone out.

3. *Quelque chose de nouveau.* Translate : Those are very interesting things.

4. Napoleon is said to have recognized Molière's success in this play, in a striking manner. Explain.

IV.

Translate :

Ce n'était pas un temps (passez-moi l'expression) de beaucoup d'écriture et de paperasserie; à coup sûr la multitude des actes officiels rédigés sous un règne ne prouverait pas grand'chose aujourd'hui en faveur du génie du souverain; il en est autrement du règne de Charlemagne: nul doute que le grand nombre des actes publics de tout genre qui nous en sont restés ne soit un témoignage irrécusable de cette activité prodigieuse et contagieuse qui était peut-être sa plus grande supériorité et sa plus sûre puissance: voici le tableau et la classification

de ces actes, de ceux du moins qui ont été imprimés dans les recueils savants: beaucoup d'autres sans doute se sont perdus; assez d'autres, probablement, sont restés manuscrits et ignorés.

GUIZOT.

V.

1. Give an account of French Tragedy before Corneille.
2. What are the characteristics of the works of Corneille and Racine? Compare these two writers.
3. Give some reasons for the prominence of Theology in the 17th century. Notice the most important writers on the subject, with their works and influence.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

FRENCH.

HONORS.

Examiner: J. SQUAIR, B.A.

I.

Translate into English:

- (a) Il disoit que l'on devoit son cors vestir et acesmer en tel maniere que li preudome de cest siecle ne deïssent qu'il en feïst trop, ne que li jeune ome ne deïssent qu'il en feïst peu.
- (b) Li seeaus de la letre estoit *brisiés*, si qu'il n'i avoit de remanant fors que la moitié des jambes de l'image deu seel *le roi* et l'eschamel seur quoi li rois tenoit ses piés.
- (c) Quant je et *mi* chevalier venimes hors de l'ost aus Sarrazins, nous trouvames bien sis mile Turs, par esme, qui avoient laïssiees leur herberges et s'estoient *trait* aus chans.
- (d) A l' *esmourvoir* l'ost le roi reut grant noise de trompes, de nacaires et de cors sarrazinois.
- (e) A nous *tout droit*, qui gardions le poncel, vint li cons Pierres de Bretagne, qui venoit tout droit devers la Massoure, et estoit navrés d'une espee par mi *le visage* si que li sans li cheoit en la bouche; seur un bel cheval bien fourni seoit, ses renes avoit getees seur l'arçon de sa sele et le tenoit a ses deus mains, pour ce que sa gent qui estoient darieres, qui mout le pressoient, ne le ge-tassent deu pas.

1. Parse the italicized words.
2. Derive carefully, letter by letter, shewing whether the changes are regular or not, the following: *siecle*, *deïssent*, *jambes*, *hors*, *esme*, *espee*, *mi*, *cheoit*, *bouche*, *noise*.
3. Compare with the following their modern forms, and explain the reasons for the changes they have undergone: *cors*, *tel*, *feïst*, *letre*, *piés*, *sis*, *herberges*, *chans*.
4. Explain the phonetics of the forms, *seeaus* and *seel*.
5. Write notes on interesting changes in the meaning of: *preudome*, *herberges*, *noise*, *navrés*, *seoit*.
6. Re-write extract (e) in modern French.

II.

Translate into English:

- (a) Car en lieu de six adonques
J'en demanderai plus qu'onques
Tout le ciel d'étoiles n'eut,
Plus que d'arène poussée
Aux bords, quand l'eau courroucée
Contre les rives s'esmeut.
- (b) De vostre douce haleine
Evantez ceste plaine,
Evantez ce séjour:
Ce pendant que j'ahanne
A mon blé que je vanne
A la chaleur du jour.
- (c) Tu vois en ce temps nouveau,
L'essaim beau
De ces pillardes avettes
Volleter de fleur en fleur,
Pour l'odeur
Qu'ils mussent en leurs cuissettes.
- (d) Va-t'en, chanson, au sein d'elle te mettre,
A qui l'honneur—qui ne me doit permettre
Telle faveur—est plus cher que la vie.
Ha, que ma main porte à ton heur d'envie!
C'est trop pleuré.

- (e) Bacchus ! qui vois nostre desbauche,
Par ton saint portait que j'esbauche
En m'enluminant le museau
De ce trait que je boy sans eau.

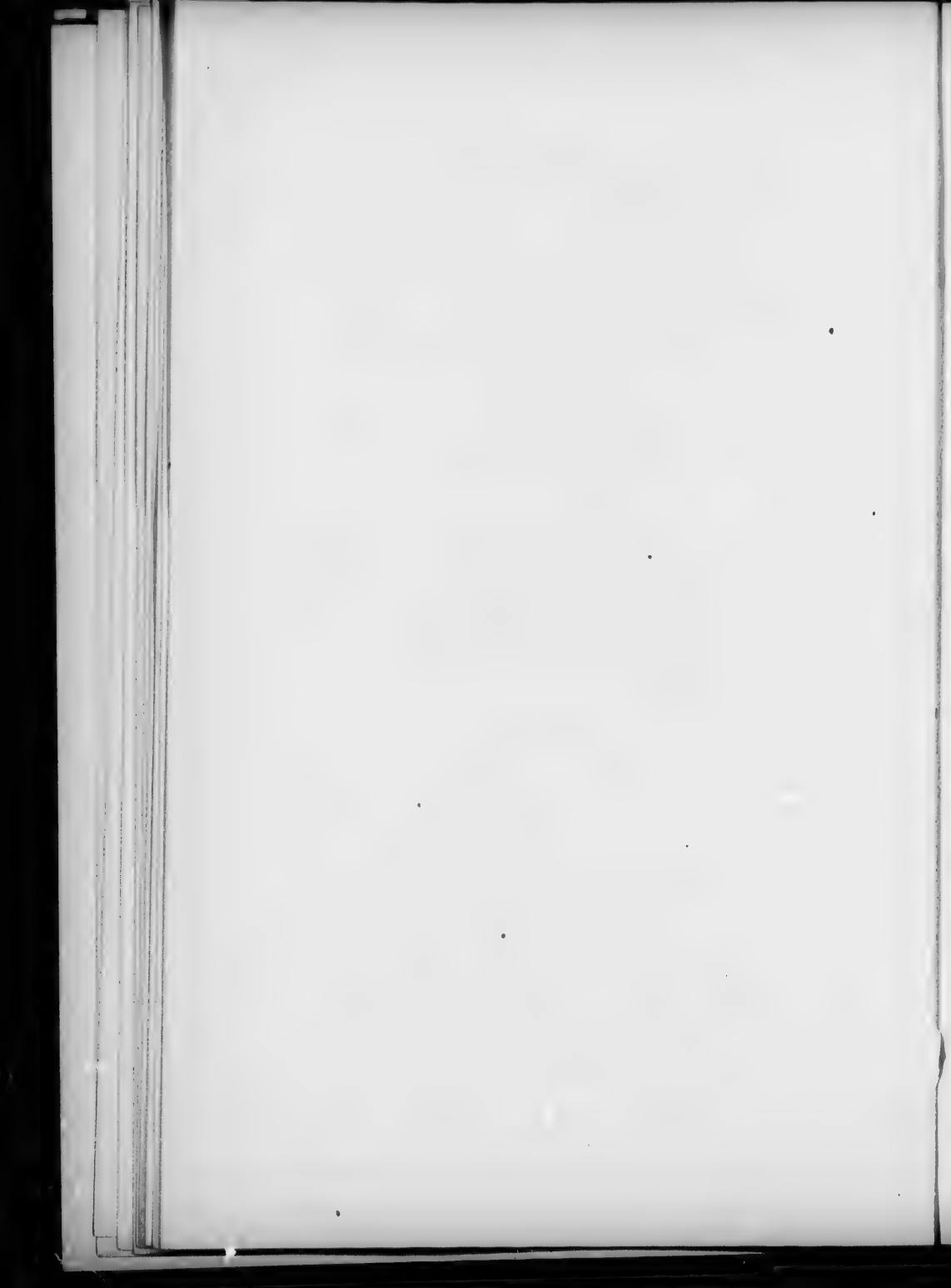
Explain this extract.

- (f) Ce n'est pas l'humble ver, les abeilles dorées,
La verte demoiselle, aux ailes bigarrées,
Qu'attendent ses petits, béants, de faim pressés ;
Non, c'est l'oiseau douteux, qui dans la nuit végète.
C'est l'immonde lézard, c'est le serpent qu'il jette,
Hideux, aux aiglons hérissés.

- (g) J'aime vos tours à tête grise,
Où se brise
L'éclair qui passe avec la brise.
J'aime vos profonds escaliers
Qui, tournoyant dans les entrailles
Des murailles,
A l'hymne éclatant des ouailles
Font répondre tous les piliers.

- (h) Sur ses larges bras étendus,
La forêt où s'éveille Flore,
A des chapelets de pendus
Que le matin caresse et dore,
Ce bois sombre, où le chêne arbore
Des grappes de fruits inouïs
Même chez le Turc et le More,
C'est le verger du roi Louis.

Explain this extract.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

FRENCH.

HONORS.

Examiner: W. H. FRASER, B.A.

I.

Translate:

- (a) Oh si, triste rêveur, passant les bois, les plaines,
Les rochers buissonneux qu'ornent les crois lon-
taines,
Tu t'arrêtes un soir sur ce roc colossal
Où l'azur s'assombrit autour d'un froid cristal;
Si ton regard, perdu dans les neiges des cimes,
Rencontre le matin dans la nuit des abîmes,
Et si, tout haletant de surprise, d'effroi,
Tu planes sur ce monde où Dieu t'a créé roi,
D'un ineffable amour que ta veine s'enflamme,
Car un monde n'est rien au prix d'une seule âme!
Alors, chante plutôt, chante ce grand réveil
Où l'âme secourra sa fange et son sommeil....
En un hymne d'amour répand ta poésie
A ce banquet funèbre où nous rêvons la vie,
Ne chantons plus, mon âme un monde sans attraits,
Où, pour nous rappeler la seconde patrie,
L'avenir n'est qu'espoir, le passé que regrets!

MONNERON.

- (b) On ne saurait dire que Napoléon avec son génie
n'ait pas eu toutes les sortes d'idées politiques pro-
fondes; mais trop souvent ces idées ne faisaient
que lui traverser en éclair la pensée, et n'y séjour-
naient pas avec la fixité et la prédominance qui
conviennent aux vraies idées politiques. Le je ne

seis quoi de gigantesque, comme je l'ai appelé, l'enlevait au delà. Génie si positif pourtant dans le détail son idéal sortait hors du possible. Son dernier mot, quand il l'articulait, tenait peut-être autant et plus du poète que du politique. Il y avait dans cette pensée, même si ferme, une certaine hauteur où commençait le rêve. Aussi des hommes qui ne sont qu'au second rang, si on les compare à lui, ont su se pousser, eux et leur patrie, à des fortunes plus stables et se maintenir dans leur succès. C'est l'avantage que gardent sur lui dans l'histoire les Cromwell, les Guillaume d'Orange, et ce génie combiné de Pitt et de Wellington, qui finalement l'a vaincu.

SAINTE-BEUVE.

- (c) Formée au milieu des luttes de la place publique, elle pourra exprimer, dès l'origine, tous les intérêts, toutes les passions du monde social. Et c'est par là qu'elle se distinguera, en naissant de la langue provençale qui, nourrie de sentiments et d'aspirations solitaires, restait encore impropre aux conceptions épiques. C'est d'ailleurs à Florence que s'accomplit la première révolution, qui, par les arts du dessin, affranchit de l'ancienne terreur l'imagination humaine. L'homme du moyen âge, plein d'épouvante, s'avancait dans les voies de la macération sans oser se détourner pour contempler face à face la nature sensuelle et maudite. Soudain il rencontre en Toscane des débris de statues payennes. Malgré lui, cette beauté l'étonne et le ravit.

EDGAR QUINET.

II.

Translate into French :

- (a) There were 6067 books published in England last year, including new editions. Of these already the greater number are forgotten. It does not follow that all these works are useless. There is a more charitable view. A good many discuss subjects of the day that lose their interest when the question is settled. But every year has a very big literary rubbish heap. Out of the above number of publications the *Revue Des Deux Mondes* selected nine as important contributions to litera-

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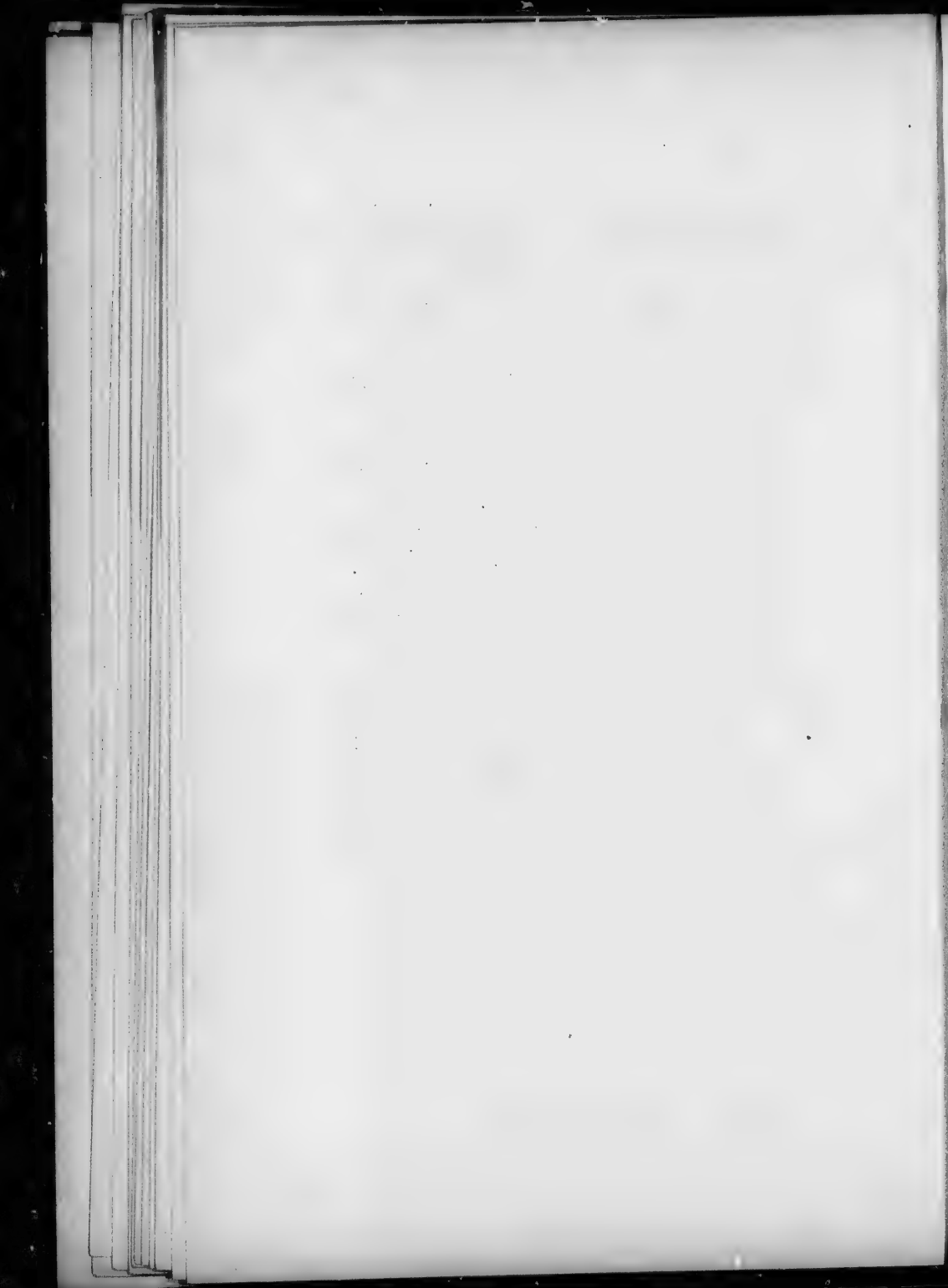
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ture. Such statistics as these are sad reading for the young author. Unfortunately for most of those who write books, the pleasure of production is their only recompense. But authors have ever been a sanguine race, and are not likely to be scared into silence by any figures the publishers have to show.

(b) And now, O men who have condemned me, I would fain prophecy to you; for I am about to die, and that is the hour in which men are gifted with prophetic power. And I prophecy to you who are my murderers, that immediately after my death punishment far heavier than you have inflicted on me will surely await you. Me you have killed because you wanted to escape the accuser, and not to give an account of your lives. But that will not be as you suppose: far otherwise. For I say that there will be more accusers of you than there are now; accusers whom hitherto I have restrained: and as they are younger they will be more severe with you, and you will be more offended at them. For if you think that by killing men you can avoid the accuser censuring your lives, you are mistaken; that is not a way of escape which is either possible or honorable; the easiest and noblest way is not to be crushing others, but to be improving yourselves.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

FRENCH.

HONORS.

Examiner: J. SQUAIR, B.A.

MOLIÈRE.

NOTE.—Candidates are cautioned against vague general statements in answering. Exact references to Molière's plays or quotations from them will be highly valued.

1. *Le Misanthrope*. Sketch its plot. Say a few words about Molière as a plot maker. What is the real motive of the play? Deduce from it a description of the *honnête homme*. Is the play really a comedy? What does it teach us regarding Molière's own character and family relations?

2. Point out the position each of the following extracts holds in the play to which it belongs:

- (a) O cervelle indocile !
Faut-il qu'avec les soins qu'on prend incessamment,
On ne te puisse apprendre à parler congrûment !
De *pas* mis avec *rien* tu fais la récidive ;
Et c'est, comme on t'a dit, trop d'une négative.

(i) Point out the *comique* of the dialogue of which this forms a part.

(ii) What is Molière satirizing in the words *indocile, congrûment, récidive*?

(b) que c'est un mariage, madame, où vous vous imaginez bien que je dois avoir de la répugnance ; que vous n'ignorez pas, sachant ce que je suis, comme il choque mes intérêts, et que vous voulez bien enfin que je vous dise, avec la permission de mon père, que, si les choses dépendaient de moi, cet hymen ne se ferait point.

In what does the piquancy of this dialogue consist ?

(c) Elle monsieur ? voilà une belle mijaurée, une pinpesouée bien bâtie, pour vous donner tant d'amour ! Je ne lui vois rien que de très médiocre ; et vous trouverez cent personnes qui seront plus dignes de vous. Premièrement, elle a les yeux petits.

(i) Translate the extract.

(ii) To what actual person is there a reference ?

(d) D'abord chez le beau monde on vous fera venir.
Vous irez visiter, pour votre bienvenue,
Madame la *baillive* et madame l'*élue*,
Qui d'un siège pliant vous feront honorer.
Là dans le *carnaval*, vous pourrez espérer
Le bal et la *grand'bande*, à savoir, deux *musettes*,
Et parfois *Fagotin* et les *marionnettes*.

(i) Explain the italicized portions.

(ii) What is the point of humour in the extract.

(e) Il ne manquerait pas de vous parler d'un pain de rive à biseau doré, relevé de croûte partout, croquant tendrement sous la dent ; d'un vin à sève veloutée, armé d'un vert qui n'est pas trop commandant ; d'un carré de mouton gourmandé de persil ; d'une longe de veau de rivière, longue comme cela, blanche, délicate, et qui, sous les dents est une vraie pâte d'amande ; de perdrix relevées d'un fumet surprenant ; et pour son opéra d'une soupe à bouillon perlé, soutenue d'un jeune gros dindon, cantonnée de pigeonneaux.

Translate the extract.

(f) Vous moquez-vous ? vous n'avez pas besoin de cela, et vous êtes d'une pâte à vivre jusqu'à cent ans.

(i) Translate the extract.

(ii) Show the cleverness of this dialogue.

(g) Je puis vous dissiper ces craintes ridicules,
Madame ; et je sais l'art de lever les scrupules.
Le ciel défend, de vrai, certains contentements ;
Mais on trouve avec lui des accommodements.
..... Il est une science
De rectifier le mal de l'action
Avec la pureté de notre intention.

To what important discussion is there a reference here ?

3. Translate and explain the following :

- (a) C'est être bien coiffé, bien prévenu de lui,
Que de nous démentir sur le fait d'aujourd'hui.
- (b) Je sais l'affaire, et ne prends point le change.
- (c) Ah ! ah ! L'homme de bien, vous m'en vouliez
donner !
- (d) Il n'y a point de monsieur maître Jacques pour
un double.
- (e) Voilà qui n'est pas sot, et ces gens-là se tré-
moussent bien.
- (f) Diantre soit de l'âne bêté !
- (g) C'est à dire un esprit chaussé tout à rebours.
- (h) Le sort a bien donné la baie à mon espoir.
- (i) Et, en glieu de rabot, un grand mouchoir de cou
à résiau, avec quatre grosses houppes de linges qui
leu pendont sur l'estomac.
- (j) Ignia himeur qui tienne. Quand en a de l'ami-
quié pour les parsonnes, l'en baille toujou queuque
petite signifiance.

4. From Molière's plays what would you conclude regarding the estimate his contemporaries had of the beauties of nature and the pleasures of country life ? (Be precise in your answer.)

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

GERMAN GRAMMAR AND COMPOSITION.

Examiner: W. H. VANDERSMISSEN, M.A.

. Candidates for Honors are not required to take this paper. All Candidates are required to take Dictation at the end of the Division.

I.

1. How is the Passive Voice formed in German? Give four German sentences, each containing a different verb in a different tense of the passive.

2. Form five German sentences, each containing a principal and a dependent clause, and two of them containing a modal auxiliary in a compound tense.

II.

(a) Translate into German eight of the following sentences:

(1) I do not know the song, the title of which you have just mentioned. (2) Had I not been so hoarse, I should have sung with pleasure. (3) I hope the rain will not spoil your trip to the country. (4) I do not believe every story I hear. (5) Those students have unfortunately lost a great deal of time, but now they are beginning to study most industriously. (6) The weather is usually coldest in the months of January and February. (7) Mr. Brown is such a lazy man, that he would do no work, if necessity did not compel him to. (8) What day of the month is it? To-day is the 2nd of May, 1891. (9) The train left Toronto at half-past nine in the morning, and did not arrive at Montreal before a quarter past five in the following afternoon. (10) Napoleon I. died on the 5th of May, 1821, at the age of 52 years.

(b) Translate into German :

A tedious visitor had so greatly annoyed a gentleman that he at last ordered his servant not to admit this person again. When the unwelcome visitor came and asked the servant, "Is your master at home?" the latter, wishing to dismiss him politely, said that he was gone out. Then the visitor remarked: "Tell your mistress that I should like to see her, as I have something to say to her." The servant answered that she too was out. The visitor remarked that he would wait for her, but as it was cold, he would take a seat by the fire in the parlor. But the servant replied with the greatest calmness: "That's out too."

III.

Translate :

(a) „Kannst du dich erinnern, ihn je gesehen zu haben?“ sprach der Reiter auf Französisch zu dem Pagen. „Nie, mein Vater,“ antwortete dieser. „Er hat dich so erstaunt angeblickt,“ fuhr der Marquis fort, „daß ich kaum zweifle, dein Gesicht sei ihm bekannt vorgekommen. Wie! wenn es einer der Espione wäre, die uns unglücklichen Flüchtlingen aufauern, um den Preis zu gewinnen, der auf die Einfangung eines jeden Hugenotten gesetzt ist! O meine Tochter, wenn er unter der Hülle deiner Verkleidung dich wiedererkannt hätte!“ Und wiederum blickte der Marquis rückwärts, sah aber mit Befriedigung, daß der Fremdling, der bei der großen Hitze nicht länger gleichen Schritt mit dem Pferde halten konnte, ein beträchtliches Stück zurückgeblieben war. „Ich sollte fast eher glauben, daß er selber ein Flüchtling sei, wie wir,“ sagte die Tochter. „Seine Kleidung ist aus Stücken zusammengesetzt, die nicht zu einander passen.“ „Dann hätte er sich seine Garderobe auf sehr unvorsichtige Weise gewählt,“ bemerkte der Vater. „Entweder muß er sich vollständig als Kavalier kleiden, oder als gewöhnlicher Bürger. Wir kommt er vor wie ein gefährlicher Abenteurer und wir wollen machen, daß er uns gänzlich aus dem Gesicht verliert.“

(b)

Am gewaltigen Meer,
In der Mitternacht,
Wo der Wogen Heer
An die Felsen kracht,
Da' schau' ich vom Turm hinaus.
Ich erheb' einen Sang
Aus starker Brust
Und mische den Klang
In die wilde Lust,
In die Nacht, in den Sturm, in den Graus.

Dringe durch, dringe durch
Recht freudenvoll,
Mein Lied, von der Burg
In das Sturmgeroll.
Verkünd' es weit durch die Nacht,
Wo schwankt ein Schiff
Durch die Flut entlang,
Wo schwindelt am Riff
Des Wanderers Gang,
Daß oben ein Mensch hier wacht.

Ein kräftiger Mann,
Recht frisch, bereit,
Wo er helfen kann,
Zu wenden das Leid
Mit Ruf, mit Leucht', mit Hand.
Ist zu schwarz die Nacht,
Ist zu fern der Ort,
Da schickt er mit Macht
Seine Stimme fort
Mit Trost über See und Land.

Wer auf Wogen schwebt,
Schr lech sein Kahn,
Wer im Walde lebt,
Wo sich Räuber nahn,
Der denke: Gott hilfst wohl gleich.
Wer das wilde Meer
Sagun hinunterschlingt,
Wem des Räubers Speer
In die Hüfte dringt,
Der denk' an das Himmelreich.

IV.

1. Write notes on Klopstock, Wieland and Lessing, giving some account of the chief works of each.
2. Give some account of the Romantic School.
3. What influence had English on German literature?

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

THIRD YEAR AND CANDIDATES FOR B.A.

GERMAN PROSE COMPOSITION.

HONORS.

Examiner : W. H. VANDERMISSEN, M.A.

I.

Translate into German one only of the following extracts :

(a) One may hope, Germany is no longer to any person that vacant land, of gray vapour and chimeras, which it was to most Englishmen, not many years ago. One may hope that, as readers of German have increased a hundredfold, some partial intelligence of Germany, some interest in things German, may have increased in a proportionably higher ratio. At all events, Memoirs of men, German or other, will find listeners among men. Sure enough, Berlin city, on the sandy banks of the Spree, is a living city, even as London is, on the muddy banks of Thames. Daily, with every rising of the blessed heavenly light, Berlin sends up the smoke of a hundred thousand kindled hearths, the fret and stir of five hundred thousand new-awakened human souls ;— marking or defacing with such smoke-cloud, material or spiritual, the serene of our common all-embracing Heaven. One Heaven, the same for all, embraces that smoke-cloud too, adopts it, absorbs it, like the rest. Are there not dinner-parties, 'æsthetic teas,' scandal-mongeries, chan-

ges of ministry, police-cases, literary gazettes ? The clack of tongues, the sound of hammers, mounts up in that corner of the Planet too, for certain centuries of Time. Berlin has its royalties and diplomacies, its traffickings, travailings ; literatures, sculptures, cultivated heads, male and female ; and boasts itself to be 'the intellectual capital of Germany.' Nine volumes of Memoirs out of Berlin will surely contain something for us,

(b) " 'I thought,' said the curate, 'that you gentlemen of the army, Mr. Trim, never said your prayers at all.' 'I heard the poor gentleman say his prayers last night,' said the landlady, 'very devoutly, and with my own ears, or I could never have believed it.' 'Are you sure of it ?' replied the curate. 'A soldier, an't please your reverence,' said I, 'prays as often (of his own accord) as a parson ; and when he is fighting for his king and for his own life, and for his honour too, he has the most reason to pray to God of any one in the whole world.'" "Twas well said of thee, Trim," said my uncle Toby. " 'But when a soldier,' said I, 'an't please your reverence, has been standing for twelve hours together in the trenches, up to his knees in cold water, or engaged,' said I, 'for months together in long and dangerous marches ; harassed, perhaps, in his rear to-day ; harassing others to-morrow ; detached here ; countermanded there ; resting this night upon his arms, beat up in his shirt the next ; benumbed in his joints ; perhaps without straw in his tent to kneel on ; he must say his prayers how and when he can. I believe, said I, for I was piqued, quoth the corporal, for the reputation of the army, 'I believe, an't please your reverence,' said I, 'that when a soldier gets time to pray, he prays as heartily as a parson, though not with all his fuss and hypocrisy.'" "Thou shouldst not have said that, Trim," said my uncle Toby, "for God only knows who is a hypocrite, and who is not. At the great and general review of us all, corporal, at the day of judgment, (and not till then,) it will be seen who have done their duties in this world and who have not ;

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and we shall be advanced, Trim, accordingly." "I hope we shall," said Trim. "It is in the Scripture," said my uncle Toby, "and I will show it thee to-morrow. In the meantime we may depend upon it, Trim, for our comfort," said my uncle Toby, "that God Almighty is so good and just a Governor of the world, that if we have done our duties in it, it will never be inquired into whether we have done them in a red coat or black one." "I hope not," said the corporal. "But go on, Trim," said my uncle Toby, "with the story."

II.

Write a composition on one of the following subjects :

- (a) Die Kreuzzüge.
- (b) Rittertum und Poesie im Mittelalter.
- (c) Die deutsche Sprache.
- (d) Sommerfreuden und Winterfreuden.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

GERMAN AUTHORS.

Examiners: { A. J. BELL, M.A., PH.D.
G. H. NEEDLER, B.A., PH.D.

. Candidates for Honors are required to answer all questions in German.

I.

Translate:

Der Traum ist göttlich.
Doch wird er nie verfliegen? Ist mein Carl
Auch seiner so gewiß, den Reizungen
Der unumschränkten Majestät zu trotzen?
Noch ist ein großer Tag zurück — ein Tag —
Wo dieser Heldensinn — ich will Sie mahnen —
In einer schweren Probe sinken wird.
Don Philipp stirbt. Carl erbt das größte Reich
Der Christenheit. — Ein ungeheurer Spalt
Reißt vom Geschlecht der Sterblichen ihn los,
Und Gott ist heut, wer gestern Mensch noch war.
Jetzt hat er keine Schwächen mehr. Die Pflichten
Der Ewigkeit verstummen ihm. Die Menschheit
— Noch heut' ein großes Wort in seinem Ohr —
Verkauft sich selbst und kriecht um ihren Götzen.
Sein Mitleidgefühl löscht mit dem Leiden aus,
In Wollüsten ermattet seine Tugend.
Für seine Thorheit schickt ihm Peru Gold,
Für seine Laster zieht sein Hof ihm Teufel.
Er schläft berauscht in diesem Himmel ein,
Den seine Sklaven listig um ihn schufen.

SCHILLER, *Don Carlos*.

1. Write notes on the use of *erbt, kriecht, löscht aus, zieht*, in this extract.

2. *schufen*. When is this verb weak in conjugation? Mention any other verb of like peculiarity.

3. Show the connection of this speech with the plot of the play, and sketch the characters of Posa, the Count of Lerina, and the Duchess of Olivarez.

II.

Translate :

Ich lernte neulich auf dem Spaziergange eine Fräulein von B. kennen, ein liebenswürdiges Geschöpf, das sehr viel Natur mitten in dem steifen Leben erhalten hat. Wir gefielen uns in unserem Gespräche, und da wir schieden, bat ich sie um Erlaubnis, sie bei sich sehen zu dürfen. Sie gestattete mir das mit so vieler Freimüthigkeit, dass ich den schicklichen Augenblick kaum erwarten konnte, zu ihr zu gehen. Sie ist nicht von hier, und wohnt bei einer Tante im Hause. Die Physiognomie der Alten gefiel mir nicht. Ich bezeugte ihr viel Aufmerksamkeit, mein Gespräch war meist an sie gewandt, und in minder als einer halben Stunde hatte ich so ziemlich weg, was mir das Fräulein hernach selbst gestand : dass die liebe Tante in ihrem Alter Mangel an allem, kein anständiges Vermögen, keinen Geist, und keine Stütze hat, als die Reihe ihrer Vorfahren, keinen Schirm, als den Stand, in den sie sich verpallisadiret, und kein Ergötzen, als von ihrem Stockwerk herab über die bürgerlichen Häupter wegzusehen. In ihrer Jugend soll sie schön gewesen seyn, und ihr Leben weggegauckelt, erst mit ihrem Eigensinne manchen armen Jungen gequält, und in den reifern Jahren sich unter den Gehorsam eines alten Offiziers geduckt haben, der gegen diesen Preis und einen leidlichen Unterhalt das eiserne Jahrhundert mit ihr zubrachte, und starb. Nun sieht sie im eisernen sich allein, und würde nicht angesehen, wäre ihre Nichte nicht so liebenswürdig.

Leiden des jungen Werthers.

1. Give the principal parts of all strong verbs in the extract.

2. *Ich lernte kennen*. Write a note on this use of the infinitive, illustrating by further examples.

3. *das eiserne Jahrhundert*. Explain.

4. Give an account of the circumstances under which this work was written, and show how far the characters and incidents were modelled or suggested by real characters and events.

III.

Translate :

Nun gibt es nichts Geschickteres, als eine abwesende Person vorzunehmen und gar eine solche, die so viel zu sprechen gibt wie Petrowitsch. Es kam nur darauf an, welche Tonart man anschlug. Annele und die Löwenwirthin hatten schon den Mund gewetzt, sie mussten aber unter dem bannenden Blicke des Löwenwirths still halten, und der Schultheisz-Doktor begann den Petrowitsch zu loben: er thue nur so rauh, weil er sich vor seinem weichen Herzen fürchte; gegen den Schultheiser und Lenz gewandt sagte er: "Der Petrowitsch ist wie Steinkohle, das sind Bäume, die einst bei der sogenannten Sündfluth verkohlt sind, sie haben aber reichen Wärmestoff in sich; so auch der Petrowitsch." Der Schulmeister lächelte einverständlich, Lenz sah verdutzt drein und der Löwenwirth brummte. Die älteste Tochter des Doktors sagte: Petrowitsch habe Freude an der Musik, und wer Freude an der Musik finde, habe auch ein gutes Herz. Lenz nickte einverständlich, und Annele lächelte holdselig. Die Löwenwirthin durfte sich's nicht nehmen lassen; sie hatte das Gespräch auf einen so ergiebigen Gegenstand gebracht, es durften nicht Andere sich seiner bemächtigen; sie lobte die Geescheitheit des Petrowitsch und gab zu verstehen, dass sie dessen innigste Vertraute sei, wobei nicht undeutlich durchschimmerte, dass sie auch geescheit sei und einen solchen Weisen richtig zu würdigen verstehe, was natürlich nicht Jedermanns Sache ist.

AUERBACH, *Edelweiss*.

1. Write notes on the formation of the following words: *Petrowitsch, Annele, Löwenwirthin, Schultheisz-Doctor*.

2. Give short sketches of the Löwenwirth, Pilgrim and Franzl.

3. *Es ist eine schwere, herbe, ja, fast unbarmherzige Geschichte, aber die Sonne der Liebe dringt endlich hellleuchtend durch.*

Explain this by giving an account of Lenz and Annele from the time of their engagement.

IV.

Translate:

Der Rittmeister sprengte zurück zur Lagerwache, während der General, den sich die empörten Regimenter aus ihren Reihen freiwillig erwählt hatten, mit den Offizieren berieth. Kurz darauf ritt der Bote des Marschalls mit seinem Begleiter durch die Lagergasse. Er war ein junger Edelmann von entschlossenem Wesen und sein Gesicht wäre hübsch gewesen, bis auf den unstäten wilden Blick der Augen, hätte nicht das wüste Lagerleben ihm vor der Zeit Furchen eingegraben. Er sah hochmüthig über die düstern, feindseligen Mienen der Reiter, welche herandrängten, um den wohlbekannten Mann zu betrachten. Als er am Fusz des Hügels abgestiegen war, verbeugte er sich mit höhnender Artigkeit gegen den Feldobersten, dieser aber schnitt ihm die Anrede ab, indem er an seinen Hut rührend im Tone ruhigen Befehls sagte: "Das Schreiben des Marschalls Turenne ist mir übergeben, ihr werdet hier die Antwort des Kriegsraths erwarten." — Dabei wandte er dem Boten den Rücken und schritt mit seinem Gefolge dem Zelte zu, welches in einiger Entfernung eilig aufgeschlagen wurde.

GUSTAV FREYTAG, *Die Geschwister*.

Ein Tanzbär war der Kett' entrissen,
Kam wieder in den Wald zurück
Und tanzte seiner Schar ein Meisterstück
Auf den gewohnten Hinterfüßen.
"Seht," schrie er, "das ist Kunst, das lernt man in
der Welt.

Thut mir es nach, wenn's euch gefällt,
Und wenn ihr könnt!"—"Geh," brummt ein alter Bär,
"Dergleichen Kunst, sie sei so schwer,
Sie sei so rar sie sei,
Zeigt deinen niedern Geist und deine Sklaverei."

Ein groszer Hofmann sein,
Ein Mann, dem Schmeichelei und List
Statt Witz und Tugend ist,
Der durch Kabalen steigt, des Fürsten Gunst
erstiehlt,

Mit Wort und Schwur als Komplimenten spielt,
Ein solcher Mann, ein groszer Hofmann sein,
Schlieszt das Lob oder Tadel ein?

LESSING, *Gedichte*.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

GERMAN.

HONORS.

Examiner : G. H. NEEDLER, B.A., PH.D.

I.

Translate:

Des frönte sich diu reine maget.
dō ez vil kūme was getaget
dō gie sī dā ir herre slief. 905
sīn trütgemahela ime rief,
sī sprach ' herre, släfent ir ? '
' nein ich, gemahela, sage mir,
wie bistū hiute alsō fruo ? '
' herre, dā twinget mich derzuo 910
der jāmer iuwerr siecheit.'
er sprach ' gemahel, daz ist dir leit :
daz erzeigest du an mir wol,
als ez dir got vergelten sol.
nune mag es dehein rāt sīn.' 915
' entriuwen, lieber herre mīn,
iuwer wirt vil guot rāt.
sīt ez alsus umbe iuch stāt
daz man iu gehelfen mac,
ichn gesūme iuch niemer tac. 920
herre, ir hānt uns doch gesaget,
ob ir hetent eine maget
diu gerne den tōt durch iuch lite,
dā soltent ir genesen mite.
diu wil ich weizgot selbe sīn :
iuwer leben ist nützer dan daz mīn.'

HARTMAN VON OUWE, *Der arme Heinrich*.

1. Give the principal parts of *gie* (905), *slief* (905),
stāt (918), *lite* (923).

2. Parse *Des* (903), *sich* (903), *iuwerr* (911), *es* (915),
iuwer (917), *iuch* (920), *tac* (920).

3. State the ordinary difference in use between *nie* and *niemer*, *ie* and *iemer*.

4. Give the NHG. equivalents of the following words, writing notes on the changes the vowels have undergone in each: *vil*, *kūme*, *sage*, *jāmer*, *wol*, *sīn*, *genesen*.

5. *diu reine*. Decline singular and plural (feminine only.)

6. Compare *Der arme Heinrich* with Longfellow's *Golden Legend*, noticing particularly the spirit of devotion on the part of the peasant's daughter and Elsie, and contrasting the underlying motives of each.

II.

1. Decline *tac*, *hirte*, *zunge*, *tohter*, *dirre* (all genders), giving the corresponding NHG. forms in parallel columns.

2. Explain the general relation of MHG. to NHG. with respect to orthography, illustrating by examples.

3. Enumerate the MHG. diphthongs, showing their NHG. equivalents by giving examples of corresponding words in the MHG. and NHG. periods.

4. Show by a table the sub-divisions of High German, and give the relative geographical position of the different dialects, beginning with the southernmost.

5. Write notes on:

(a) *Einigung im schriftlichen Gebrauch der deutschen Sprache*. Here refer particularly to Luther's influence.

(b) *Nachtheile der Einigung*.

(c) *Kennzeichen des Neuhochdeutschen*.

III.

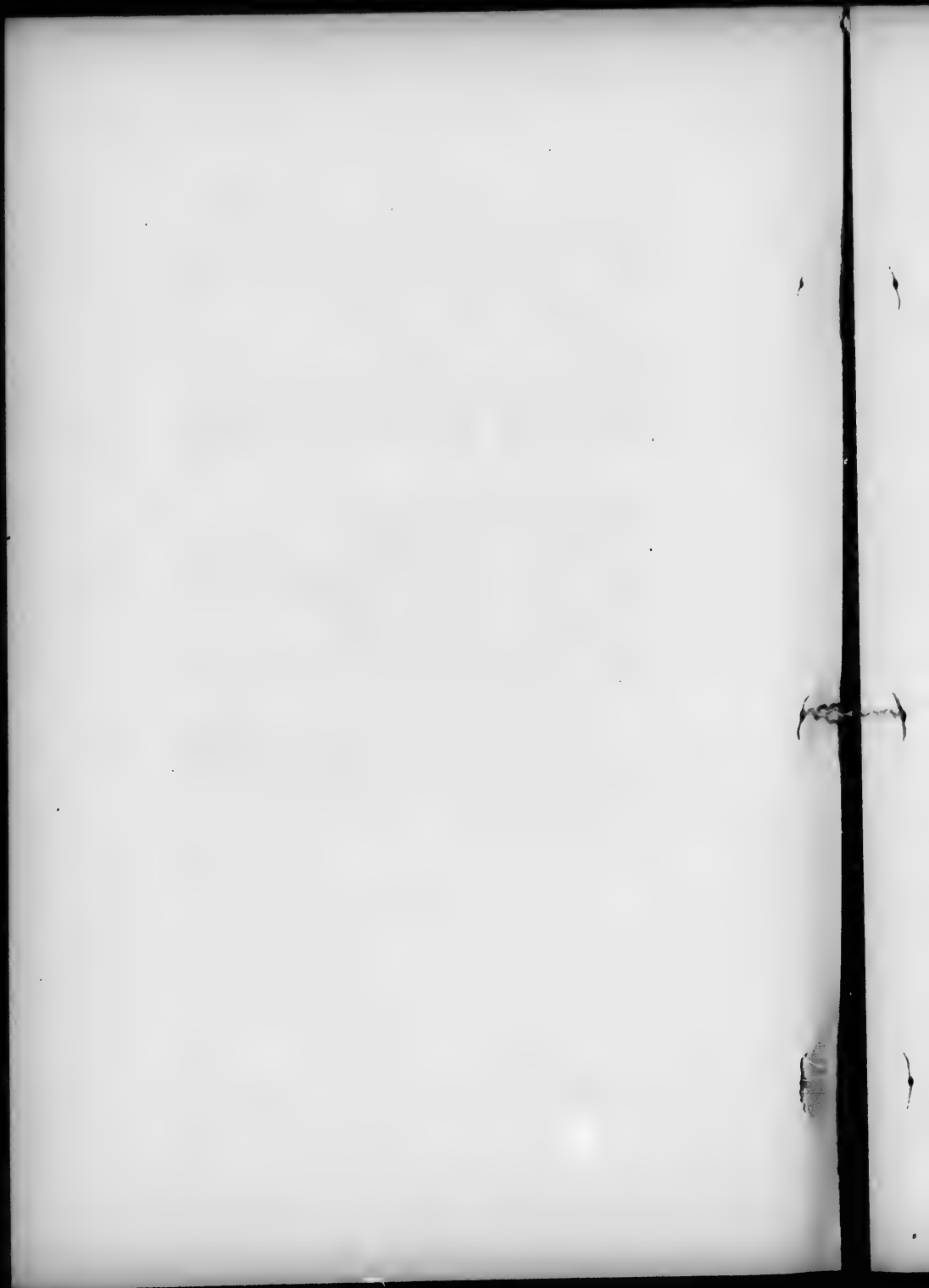
Translate into modern German :

Sô die bluomen ûz dem grase dringent,
 same si lachen gegen der spilden sunnen,
 in einem meien an dem morgen fruo,
 Und diu kleinen vogellin wol singent
 in ir besten wîse die si kunnen,
 waz wünne mac sich dâ genôzen zuo ?
 Ez ist wol halb ein himelrîche.
 suln wir sprechen waz sich deme geliche,
 sô sage ich waz mir dicke baz
 in mînen ougen hât getân, und taete ouch noch,
 gesaehe ich daz.

Swâ ein edeliu frouwe schoene reine,
 wol gekleidet unde wol gebunden,
 durch kurzewîle zuo vil liuten gât,
 Hovelichen hôhgemuot, niht eine,
 umbe sehende ein wênic under stunden,
 alsam der sunne gegen den sternen stât, —
 Der meie bringe uns al sin wunder,
 waz ist dâ sô wünneclîches under,
 als ir vil minneclîcher lip ?
 wir lâzen alle bluomen stân, und kapfen an daz
 werde wîr

WALTER V. D. VOGELWEIDE, *Gedichte*.

Notes : *spilden*-funkelnden ; *gebunden*-geschmückt ;
under stunden-ab und zu ; *kapfen*-schauen.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

GERMAN.

HONORS.

Examiner : W. H. VANDERSMISSEN, M.A.

I.

(a) Modernize and translate into English :

Vom Himmel hoch da kom ich her :
ich bring euch gute neue mehr ;
der guten mehr bring ich so viel,
davon ich singen und sagen will.

Euch ist ein kindelein heut geborn
von einer Jungfraw auserkorn,
ein kindelein so zart und fein :
das sol ewr freud und wonne sein.

Es ist der HERR Christ, unser Gott :
der wil euch fürn aus aller not ;
er wil ewr Heiland selber sein,
von allen sunden machen rein.

Er bring euch alle seligkeit,
die Gott der Vater hat bereit,
daz ir mit uns im himelreich
solt leben nu und ewigleich.

MARTIN LUTHER.

1. Discuss the effect produced by Luther's translation of the Bible on the German language, describing the condition in which he found it, and the motives which led him to adopt that particular dialect as a "Schriftsprache."

2. Point out resemblances in the above extract to the "Volkslied," and mention the chief sources from which German hymns were drawn.

3. Mention some of the leading hymn-writers of the 16th and 17th centuries, quoting from some of the hymns.

4. Discuss the effect of the Reformation on German literature.

(b) Modernize and translate into English :

Ich hab von Gabriel vernommen,
Der Herr werd morgen zu uns kommen,
Bey uns halten ein hohes fest,
Und uns solches verkünden lest,
Und will schawen, wie wir hauszhalten
Auch wie wir unsrer kinder walten,
Wie wir sie auch den glauben lehrn,
Auch wie sie Gott fürchten und ehrn.
Nach dem wirdt er uns leicht genaden.
Darumb so thu die kinder baden,
Strel ihn und schmück sie allesand
Und leg ihn an ihr feyrgewand,
Kehre das hausz, und strew ein grasz,
Auff dasz es hierinn schmeck des basz,
Wenn Gott der Her kompt morgen rein
Mit den lieben Engelen sein.

5. Give some account of the author, and of the play from which this extract is taken.

6. Sketch the condition of the German drama in the 16th and 17th centuries, and give some account of one or more plays of this period, not including the one from which the above extract is taken.

(c) Translate :

Also was ist dir für eyn Ehr,
Wann rühmst die Alten Teutschen sehr,
Wie sie für ihre Freihейt stritten
Und keynen bösen Nachbarn litten,
Und du achtst nicht der Freihейt dein,
Kanst kaum inn dein Land sicher sein,
Last dir dein Nachbarn sein Pferd
binden
An deinen Zaun fornen und hinden?
Sollt auch solch Feyger art gebüren.
Dasz sie soll Kron und Scepter führen?

FISCHART.

7. Give some account of the author and his chief works.

(d) Translate :

Der Gast antwort entlich gar prechtig
Unser aller Gott ist allmechtig,
Der alles kan, was er nur will :
Sonst, halt ich, sein der Müusz nicht
viel,

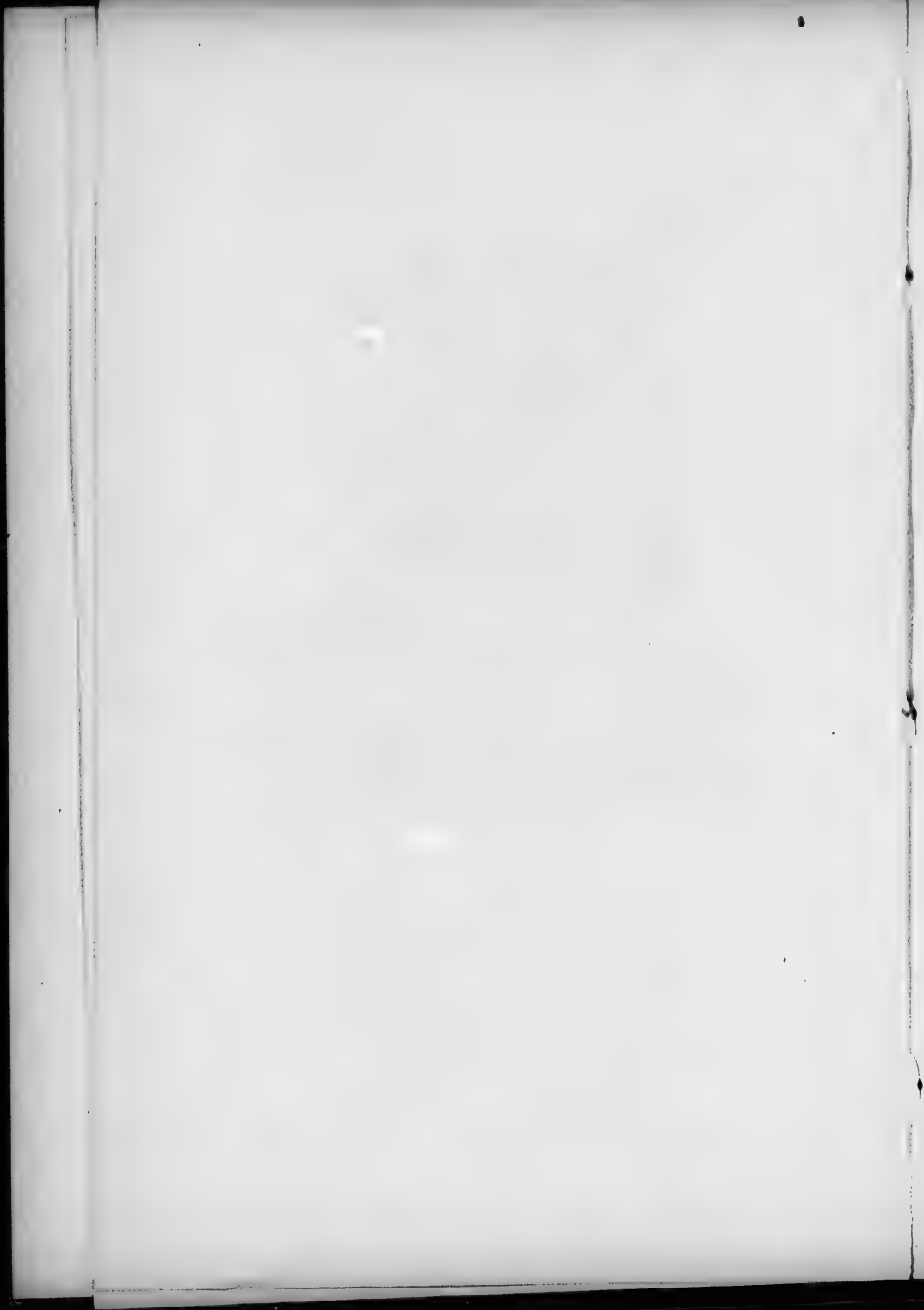
Die solche pracht und herligkeit
Der nahrung haben diese zeit,
Als ich in meiner Residentz
Genisz aus güldenen Credentz
Und wenn ihr das selbst wolt anschawen
Mit ewrn Kindern und der Frawen,
So ziht mit mir die Stad hienein :
Da wolln wir recht froelich sein,
Essen und trincken herfür langen,
Das etwas anders sol herprangen
Denn diese arme betteley ;
Und ihr meint, das nichts bessers sey.

Froschmeuseler.

8. Give a sketch of this poem, and name the author.

9. Account for the prevalence of didactic poetry in this period.

10. Estimate the influence of English upon German literature, mentioning the principal English authors who found favour in Germany, and also some of the German authors influenced by them.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

GERMAN.

HONORS.

GOETHE.

Examiner: W. H. VANDERSMISSEN, M.A.

I.

Translate the following passages, indicating the connection of each with the plot of the play, with illustrative quotations, and explanatory comments:

- (a) Sie hören nicht die folgenden Gesänge,
Die Seelen, denen ich die ersten sang;
Zerstoben ist das freundliche Gedränge,
Verklungen ach! der erste Wiederklang.
Mein Leid ertönt der unbekannten Menge,
Ihr Beifall selbst macht meinem Herzen bang;
Und was sich sonst an meinem Lied erfreuet,
Wenn es noch lebt, irrt in der Welt zerstreuet.
- (b) So schreitet in dem engen Bretterhaus
Den ganzen Kreis der Schöpfung aus,
Und wandelt mit bedächt'ger Schnelle
Vom Himmel durch die Welt zur Hölle.
- (c) Such' Er den redlichen Gewinn!
Sey Er kein schellenlauter Thor!
Es trägt Verstand und rechter Sinn
Mit wenig Kunst sich selber vor;
Und wenn's euch Ernst ist was zu sagen,
Ist's nöthig Worten nachzujagen?
Ja, eure Reden, die so blinkend sind,
In denen ihr der Menschheit Schnitzel kräuselt,
Sind unerquicklich wie der Nebelwind,
Der herbstlich durch die dürrn Blätter säuselt!

(d) Dem Herrlichsten, was auch der Geist empfangen,
Drängt immer fremd und fremder Stoff sich an;
Wenn wir zum Guten dieser Welt gelangen,
Dan heiszt das Bess're Trug und Wahn.
Die uns das Leben gaben, herrliche Gefühle
Erstarren in dem irdischen Gewühle.

Wenn Phantasie sich sonst, mit kühnem Flug,
Und hoffnungsvoll zum Ewigen erweitert,
So ist ein kleiner Raum ihr nun genug,
Wenn Glück auf Glück im Zeitenstrudel schei-
tert.

Die Sorge nistet gleich im tiefen Herzen,
Dort wirket sie geheime Schmerzen,
Unruhig wiegt sie sich und störet Lust und Ruh;
Sie deckt sich stets mit neuen Masken zu,
Sie mag als Haus und Hof, als Weib und Kind
erscheinen,

Als Feuer, Wasser, Dolch und Gift;
Du bebst vor allem was nicht trifft,
Und was du nie verlierst das muszt du stets
beweinen.

(e) Ich bin der Geist der stets verneint!
Und das mit Recht; denn alles was entsteht
Ist werth dasz es zu Grunde geht;
Drum besser wüß's dasz nichts entstünde.
So ist denn alles was ihr Sünde,
Zerstörung, kurz das Böse nennt,
Mein eigentliches Element.

(f) Was willst du armer Teufel geben?
Ward eines Menschen Geist, in seinem hohen
Streben,
Von deines Gleichen je gefasst?
Doch hast du Speise, die nicht sättigt, hast
Du rothes Gold, das ohne Rast,
Quecksilber gleich, dir in der Hand zerrinnt,
Ein Spiel, bei dem man nie gewinnt,
Ein Mädchen, das an meiner Brust
Mit Aeugeln schon dem Nachbar sich verbindet,
Der Ehre schöne Götterlust,
Die wie ein Meteor verschwindet.
Zeig' mir die Frucht, die fault, eh man sie bricht,
Und Bäume, die sich täglich neu begrünen!

- (g) O dasz dem Menschen nichts Vollkomm'nes wird,
Empfind' ich nun. Du gabst zu dieser Wonne,
Die mich den Göttern nah' und näher bringt,
Mir den Gefährten, den ich schon nicht mehr
Entbehren kann, wenn er gleich, kalt und frech,
Mich vor mir selbst erniedrigt, und zu Nichts,
Mit einem Worthauch, deine Gaben wandelt.
Er facht in meiner Brust ein wildes Feuer
Nach jenem schönen Bild geschäftig an.
So tauml' ich von Begierde zu Genuss,
Und im Genuss verschmacht' ich nach Begierde.

Faust, Pt. I.

2. Sketch the following scenes, with quotations, showing their connection with the plot: Prolog im Himmel; Spaziergang; Wald und Höhle; Trüber Tagfeld.

3. Sum up the evidence as to the original plot designed by Goethe for this play, particularly with reference to the introduction of Mephisto.

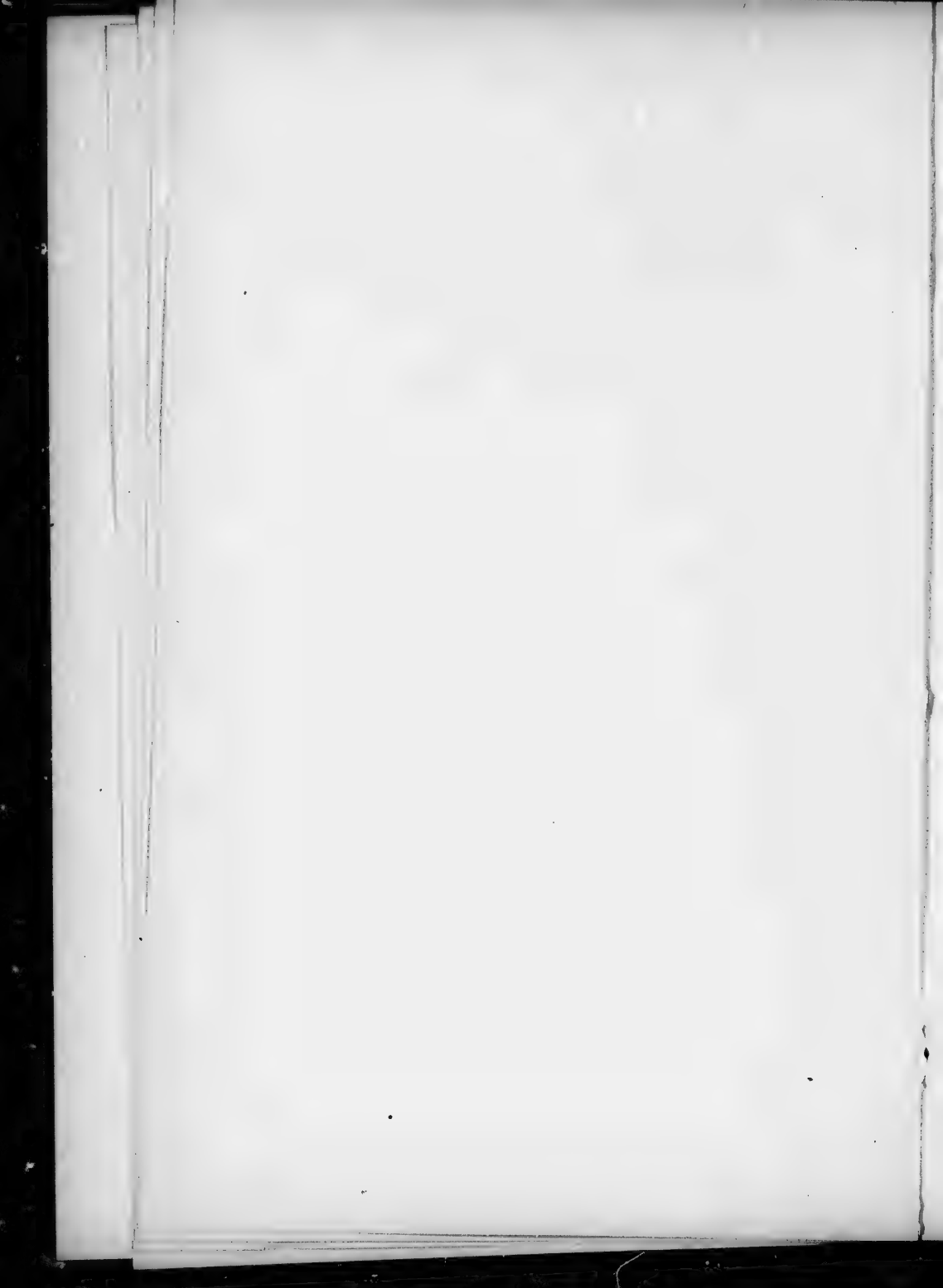
II.

1. Give some account of the following periods of Goethe's life, outlining his literary activity in each, and the products thereof in particular: career at Strassburg; stay at Wetzlar; early Weimar period; first journey to Italy.

2. Show by quotations and otherwise your acquaintance with *Wilhelm Meister's Lehrjahre*, and compare it with *Faust*.

3. Give an estimate of Goethe's powers as a lyric poet, with quotations.

4. Sketch and criticise "Egmont," or "Torquato Tasso," with quotations.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

ITALIAN.

HONORS.

Examiner : W. H. FRASER, B.A.

I.

Translate :

(a) Ciò vuol dire che lo spettacolo d'una creatura umana, alla quale s'abbia amore, basta a temperare la solitudine. M'avea dapprima recato questo beneficio un povero bambino muto, ed or me lo
5 recava la lontana vista d'un uomo di gran merito.

(b) Mio Dio, accetto tutto dalla tua mano; ma invigilisci sì prodigiosamente i cuori a cui io era necessario, ch'io cessi d'esser loro tale, e la vita d'alcun di loro non abbia perciò ad abbreviarsi pur d'un
10 giorno!

(c) Lasciai passar più d'un miglio, poi dissi al conte B.:—

Suppongo che si vada a Verona.

—Si va più in là, rispose; andiamo a Venezia, ove
15 debbo consegnarla ad una commissione speciale.

(d) Io faceva la storia di tutto il bene ed il male che in me s'erano formati dall'infanzia in poi, discutendo meco stesso, ingegnandomi di sciogliere ogni dubbio, ordinando quanto meglio io sapea
20 tutte le mie cognizioni tutte le mie idee sopra ogni cosa.

(e) Oh Iddio benedica tutte le anime generose, che non s'adontano d'amare gli sventurati! Ah, tanto più le apprezzo, dacchè, negli anni della mia calamità ne conobbi pur di codarde, che mi rinnegarono, e credettero vantaggiarsi, ripetendo improprii contro me.

(f) Schiller allungava le labbra, ed avrei scommesso ch'ei pensava tra sè:—S'io fossi soprintendente, non porterei la paura fino a quel grado; nè il prendersi un arbitrio così giustificato dal bisogno, e così innocuo alla monarchia, potrebbe mai riputarsi gran fallo.

1. *s'abbia* (l. 2). Why reflexive? Why subjunctive?

2. *gran* (l. 5). When is this adjective abbreviated and when is it not?

3. *invigorisci* (ll. 6-7). Turn into the negative.

4. *benedica* (l. 22). Why subjunctive?

5. Show in tabular form the irregularities of *vuol*, *suppongo*, *si vada*, *rispose*, *debbo*, *faceva*, *sciorre*, *sapea*, *benedica*, *conobbi*.

II.

Translate :

Chi non è mai uscito di luoghi piccoli, dove regnano piccole ambizioni ed avarizia volgare, con un odio intenso di ciascuno contro ciascuno, come ha per favola i grandi vizi, così le sincere e solide virtù sociali. E nel particolare dell' amicizia, la crede cosa appartenete ai poemi ed alle storie, non alla vita. E s'inganna. Non dico Piladi o Piritoi, ma buoni amici e cordiali, si trovano veramente nel mondo, e non sono rari. I servigi che si possono aspettare e richiedere da tali amici, dico da quelli che dà veramente il mondo, sono, o di parole, che spesso riescono utilissime, o anco di fatti qualche volta: di roba, troppo di rado; e l' uomo savio e prudente non ne de' richiedere di sì fatti. Più presto si trova chi per un estraneo metta a pericolo la vita, che uno che, non dico spenda, ma rischi per l' amico uno scudo.

LEOPARDI.

III.

Translate into Italian :

(a) At a time when so much attention was being given to ancient art in Italy that modern art was being neglected, Michael Angelo had resort (*ricorrere*) to a stratagem in order to teach the critics the folly of judging such things according to fashion or reputation. He made a statue which represented a sleeping beauty, and, breaking off an arm, buried it in a place where excavations (*scavamento*) were being made. It was soon found, and was lauded by critics and by the public as a valuable relic of antiquity. When Michael Angelo thought the time opportune he produced the broken arm, and, to the great mortification of the critics, revealed himself as the sculptor.

(b) 1. You should have told me that last night; I could have asked Charles to come. 2. He can neither read nor write. 3. It is generally believed that Rome was founded by Romulus. 4. This is the most interesting book I have ever read. 5. Whatever he undertakes to do, he does it diligently. 6. That old man has been in my service for twenty-one years. 7. We told him it was not the time for arguing. 8. Whose books are these? 9. Of these three pictures this is the one I should prefer. 10. We went to America in a steam-boat and came back in a sailing-vessel.

IV.

1. Write a short biographical sketch of Torquato Tasso, with dates.

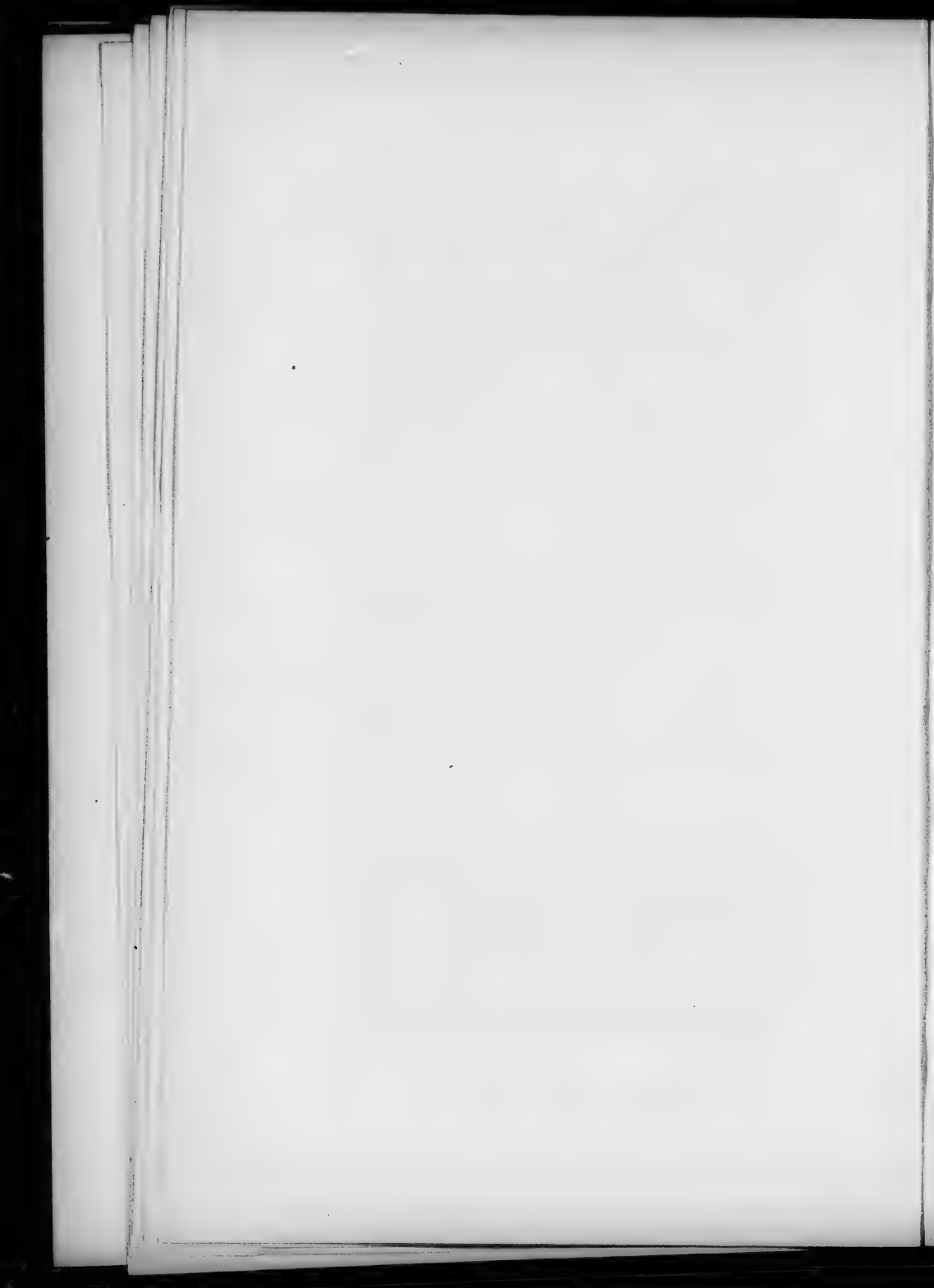
2. "To Carlo Goldoni belongs the honor of being the first dramatic reformer of the 18th century." Enlarge.

3. Write notes on *Il Tesoretto*, *Orlando Furioso*, *Italia Liberata dai Goti*, *I Promessi Sposi*, naming the author in each case.

4. Give some account of the writings of Guido Cavalcanti, Cino da Pistoja, Dante, Villani, Alfieri.

V.

Dictation at 12.00 o'clock.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR,

ITALIAN.

HONORS.

Examiner: WM. OLDRIGHT, M.A., M.D.

1. Give syntactical rules for the use of the definite article. Illustrate by short sentences.
2. Mention the different comparatives of adjectives, state how they are formed and illustrate by examples.
3. Give rules for the agreement of the past participle.
4. Point out and illustrate the principal orthographical changes in the transition from Latin to Italian.
5. Translate:

Canto l' armi pietose, e il Capitano
Che il gran sepolcro liberò di Cristo:
Molto egli oprò col senno e con la mano;
Molto soffrì nel glorioso acquisto:
E invan l' Inferno a lui s'oppose, e invano
S' armò d' Asia e di Libia il popol misto;
Chè il Ciel gli diè favore, e sotto ai santi
Segni ridusse i suoi compagni erranti.

O Musa, tu che di caduchi allori
Non circondi la fronte in Elicon,
Ma su nel Cielo infra i beati cori
Hai di stelle immortali aurea corona,
Tu spira al petto mio celesti ardori,
Tu rischiara il mio canto, e tu perdona
Se inteso fregi al ver, se adorno in parte
D' altri dilette, che de' tuoi, le carte.

La Gerus Lib., Canto I.

7. What other poems, ancient or modern, resemble the above in their opening lines?

7. *la fronte*. Whose? Supply the Italian word or words to remove the ambiguity.

8. *aurea corona*. Paraphrase.

9. Translate:

Sesto

E chi potrebbe
Rapirtene l'acquisto? Ella t'adora;
In sino al giorno estremo
Sarò tuo; Tito è giusto.

Annio.

Il so, ma temo.
Io sento che in petto
Mi palpita il core,
Nè so qual sospetto
Mi faccia temer.
Se dubbio è il contento,
Diventa in amore
Sicuro tormento
L'incerto piacer.

La Clem. di Tito, Act I., Sc. 3.

Tito.

E dove mai s' intese
Più contumace infedeltà! Poteva
Il più tenero padre un figlio reo
Trattar con più dolcezza? Anche innnocente
D'ogni altro error, saria di vita indegno
Per questo sol. Deggio alla mia negletta
Disprezzata clemenza una vendetta.
Vendetta! Ah Tito! e tu sarai capace
D'un sì basso desio, che rende eguale
L'offeso all'offensor? Merita in vero
Gran lode una vendetta, ove non costi
Più che il volerla. Il torre altrui la vita
È facoltà comune
Al più vil della terra; il darla è solo
De' Numi e de' regnanti. Eh viva... In vano
Parlan dunque le leggi? Io lor custode
Le eseguisco così? Di Sesto amico
Non sa Tito scordarsi? Han pur saputo
Obliar d'esser padri e Manlio e Bruto.

Ibid., Act III., Sc. 7.

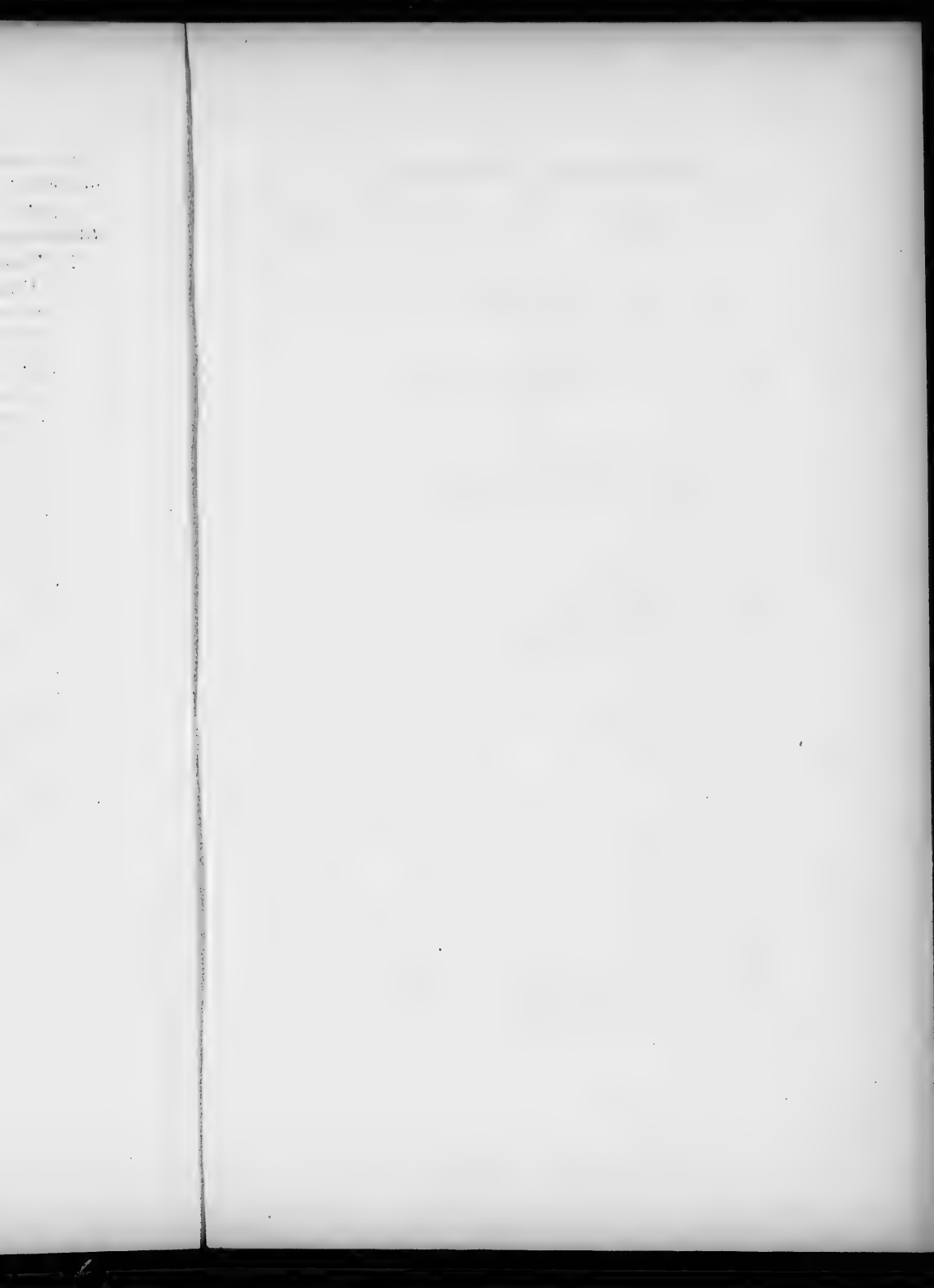
10. Substitute full prose forms for any shortened or poetic forms in the above extracts.

11. Rewrite in prose form the second stanza of Annio's speech.

12. Translate :

Questi fenomeni di contratture e catalessi (*contractures and catalepsies*) noi li abbiamo tutti nettamente osservati nel caso tipico di istero-epilessia (*hystero-epilepsy*), che formò oggetto di varie comunicazioni col Dr. Seppelli. E noi siamo perfettamente sicuri di averli ottenuti al di fuori di qualsivisia suggestione. Infatti, sebbene allora, (era nel 1881), non si parlasse ancora di *suggestione* nella produzione dei fenomeni ipnotici, noi però ponevamo ogni cura a prendere tutte le precauzioni contro qualche cosa di più che noi temevamo, cioè la *simulazione*. Quando cominciammo le nostre ricerche sull' ipnotismo, eravamo sotto l'influenza di una forte dose di scetticismo; dubitavamo che il sonno fosse completo, che la coscienza fosse soppressa. Temevamo quindi ad ogni momento che la malata potesse interpretare, con la finezza propria delle isteriche, ciò che si attendeva; quindi, dal principio alla fine delle nostre esperienze, una serie infinita di precauzioni per porci al coperto da ogni inganno, perchè i fenomeni si producessero nelle condizioni della più assoluta spontaneità, ed una serie di verifiche e di controlli, alcuni dei quali, come quelli sulla magnete, ci condussero a importanti risultati, che hanno valso a metterne in luce l'azione suggestiva.

Comunicazione Sull' Ipnatismo,
pel Prof. A. Tamburini.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

ORIENTALS.

PASS.

Examiners: { J. M. HIRSCHFELDER,
J. F. McCURDY.

1. Translate :

מי מרד בַּשְׁעָלוֹ מִיָּם וּשְׁמַיִם בְּזָרָת הַבֶּן וְכָל בְּשָׁלִישׁ
עַפְרָה הָאָרֶץ וְשָׁכַל בְּפֶלֶס חָרִים וּגְבֻעוֹת בְּמִאֲזֻנִּים:
מִי־תֵכֶן אֶת־רוּחַ יְהוָה וְאִישׁ עֲצָתוֹ יִדְרִיעֵנּוּ: אֶת־מִי
לִיעֵץ נִיבִינָהוּ וְנִלְמְדָהוּ בְּאַרְחַ מִשְׁפָּט וּיְלַמְדָהוּ דַּעַת
וְדָרֶךְ תְּבוּנוֹת יִדְרִיעֵנּוּ: הֵן גִּוִּים כָּמֶר מִדְּלִי וּכְשֹׁחַק
מֵאֲזוּיִם נִתְּשְׁבוּ הֵן אִיִּים כְּדֶק יִשׁוּל: וּלְבַנוּן אֵיךְ יִי
בְּעֵר וְחִיתָּ אֵיךְ דִּי עוֹלָה:

Isa. xl. 12-17.

2 Explain the use of the Imperfect and its equivalent in the above verses. Parse the words marked *. Give the construction of both clauses of the last verse.

3. Translate :

כֹּה אָמַר הָאֵל יְהוָה בִּזְרָא הַשָּׁמַיִם וְנִשְׁיָהֶם רִקַּע הָאָרֶץ
וְאֶאֱצִיָּהּ נֹחַן נִשְׁמָה לָעָם עֲלִיָּה וְרוּחַ לְהִלָּכִים בָּהּ:
אֲנִי יְהוָה קְרֹאֲתֶיךָ בְּצֹדֶק וְאֶחָזֶק בִּידֶךָ וְאֶצְרָךְ וְאֶשְׁלָךְ
לְבָרִית עִם לְאוּר גִּוִּים: לִפְקֹת עֵינִים עֲנִוֹת לְחֹצֵי־אֵז
מִמִּסְגֵּר אֲסִיר מִבֵּית כָּלָא וְשִׁבִּי חֲשָׁךְ:

Isa. xliii. 5-7.

4. Derive **צאצאים**. Parse **אחזק** and give the meanings of the Kal, Piel, and Hiphil of **חזק**. Parse **אצרך**, and inflect the Imperative and Imperfect of this verb in the same stem.

5. Translate :

זח יאמר ליהיה אני וזה יקרא לשם יעקב וזה יקח
 Isa xli. v. 5.. ידו ליהיה ובשם ישראל יכנה :

6. Upon what customs is the phraseology of the above verse based. Decline **יך**. Inflect **יכנה**; also the Perfect of the same stem.

7. Translate :

הגידו ביהודה ובירושלם השמיעו ואמרו תקעו שופר
 בארץ קראו מלאו ואמרו האספו ונבואה אל ערי
 המבצר : שאו גם ציונה העיזה אל תעמדו כי רעה אנכי
 מביא מצפון ושבר גדול : עלה אריה מסבכו ומשחית
 ביום נסע וצא ממקומו לשוב ארצה לשמח עריה
 Jer. iv. 5-7. תצוקה מאין יושב :

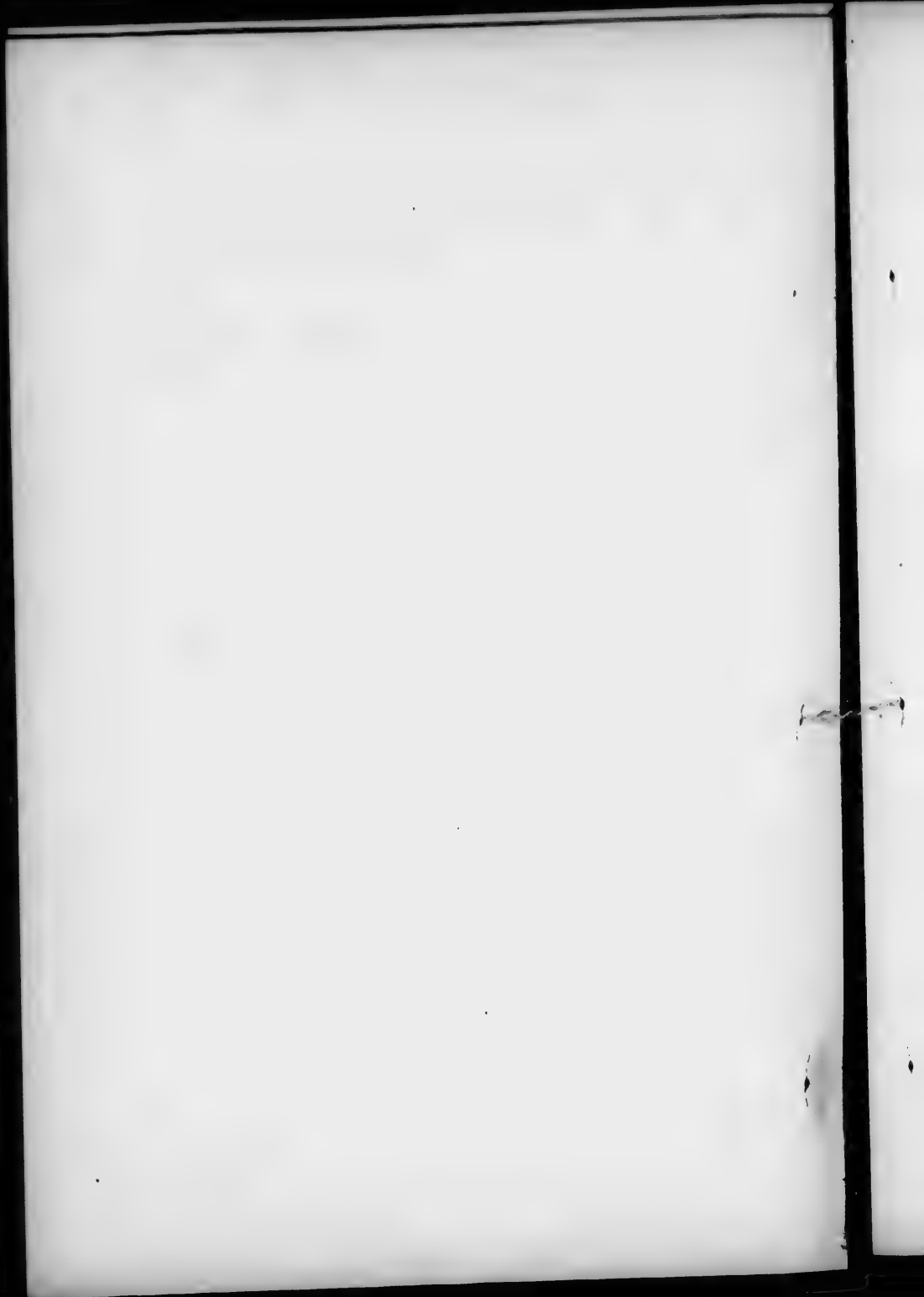
8. Parse **העיוז** and **תצינה**. Give the Perfect and Imperfect of **יצא** in all the stems.

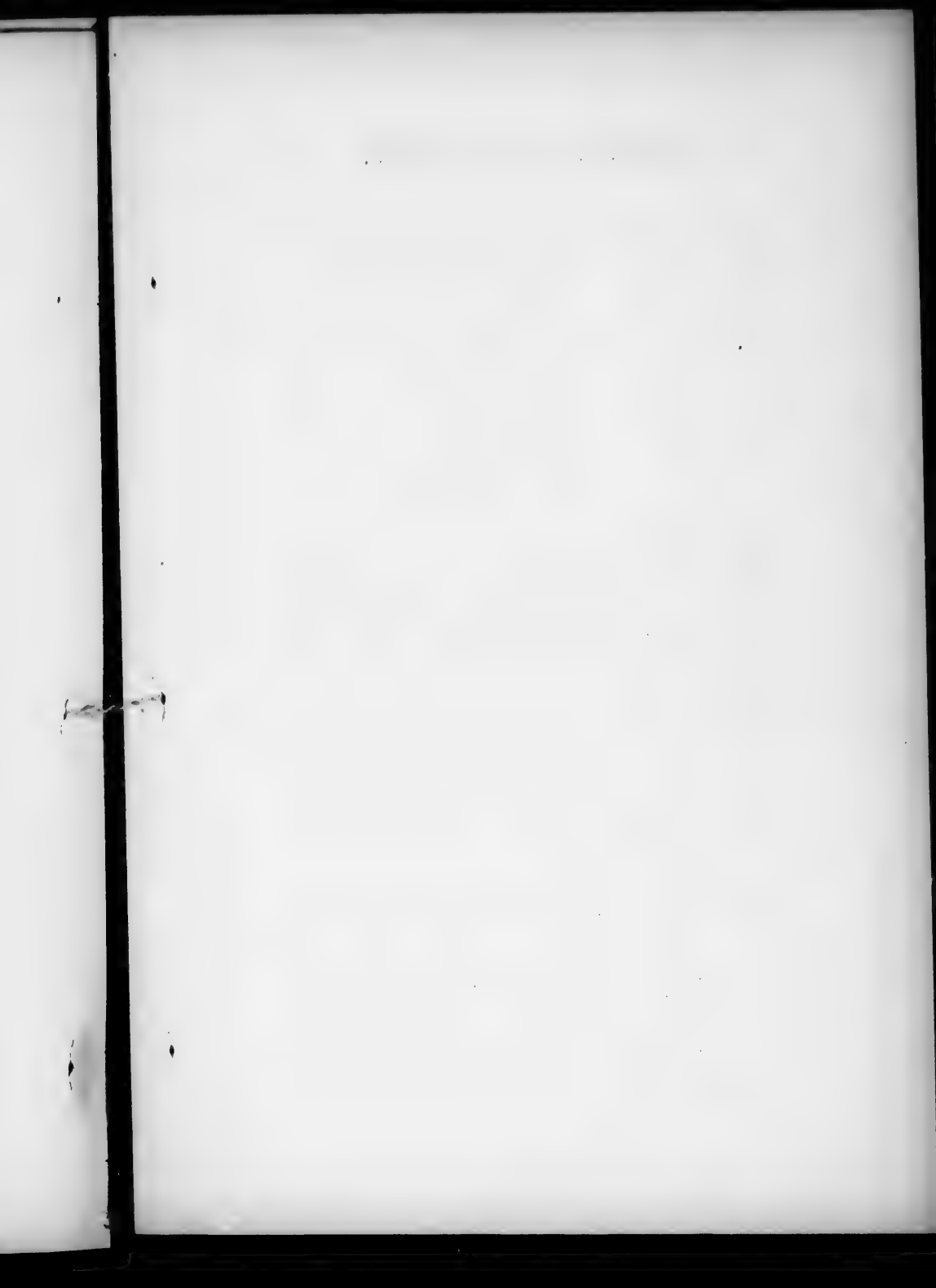
מי מדד בל
 עפר הארץ

מיתכן אה
 ליעץ נביא
 ודרך תבוס

מאזויב קת
 בער ותית
 equivalent in
 Give the

כה אמר ה
 וצאצאיה
 אני יהיה
 לבדית עם
 ממסגר אש





University of Toronto.

ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

ORIENTALS.

HONORS.

(HEBREW TEXTS.)

Examiners : { J. M. HIRSCHFELDER.
J. F. McCURDY.

1. Translate :

ה' שאג אריה בעיר וטרף אין לו היחן כפיו ממעלתו
בלתי אם לכו : התפל צפור על פח הארץ ומוקש אין
לה היעלה פח מן האדמה ולכוד לא ילכוד : אם יסקע
שופר בעיר ועם לא יתקדו אם תחיה רעה בעיר ויהיה
לא עשה : כי לא יעשה אדני יהוה דבר כי אם גלה
סודו אל-עבדיו הנביאים : אריה שאג מי לא יירא
אדני יהוה דבה מי לא יקבא :
Amos iii. 4-8.

2. Supply the vowels in the verbs left unpointed above.
Explain more fully the metaphors here employed. From
what source are the illustrations of Amos generally taken ?
How is this to be accounted for ?

3. Translate :

עמי מה עשיתי כך ומה הלאהיך : ענה בי : כי העלתוך
מארץ מצרים ומבית עבדים פדיתוך ואשלח לפניך
את משה אהרן ומרים : עמי זכר-נא מה-יעץ בלך מלך
מואב ומה ענה אתו בלעם בן-בעור מן השטים עד
הגלגל למען דעת צדקות יהוה : עמה אקדם יהוה
אפק לאלהי מרום האקדמנו בעולות בעגלים בני שנה
Micah vi. 3-6.

4. Point fully the words above marked *. Account for the divergent pointings of מה. Parse אַכֶּם and inflect the tense.

5. Translate :

וְאַמְרַתְּ אֲלֵיזֵר הַשֹּׁמֵר וְהַשֹּׁמֵר אֶל תִּירָא וְלִבְבְּךָ אֶל יְיָ
מִשְׁנֵי זִנְבוֹת הָאָדָמִים הַעֲשֵׂנוּם הָאֱלֹהִים בְּחֵרִי אִם רָצִין
וְאִם וּבֶן-רַמְלִיחוֹ : יַעַן כִּי יַעַץ עָלֶיךָ אֲדָם רָעָה אֲפָרִים
וּבֶן-רַמְלִיחוֹ לֵאמֹר : כַּעֲלָה בִּיהוּדָה וְנִקְצָצָה וְנִבְקִיעָצָה
אֲלֵינוּ וְנִמְלִיךְ מֶלֶךְ בְּתוֹכָהּ אֶת בֶּן-טָבָאֵל :

Isaiah vii. 4-6.

6. Parse יִרְדָּךְ. What are the Imperative and Par. of the same stem? Decline זִנְבוֹת. What is the meaning of the last word in this extract? To what rase did the person named belong? What is the proof?

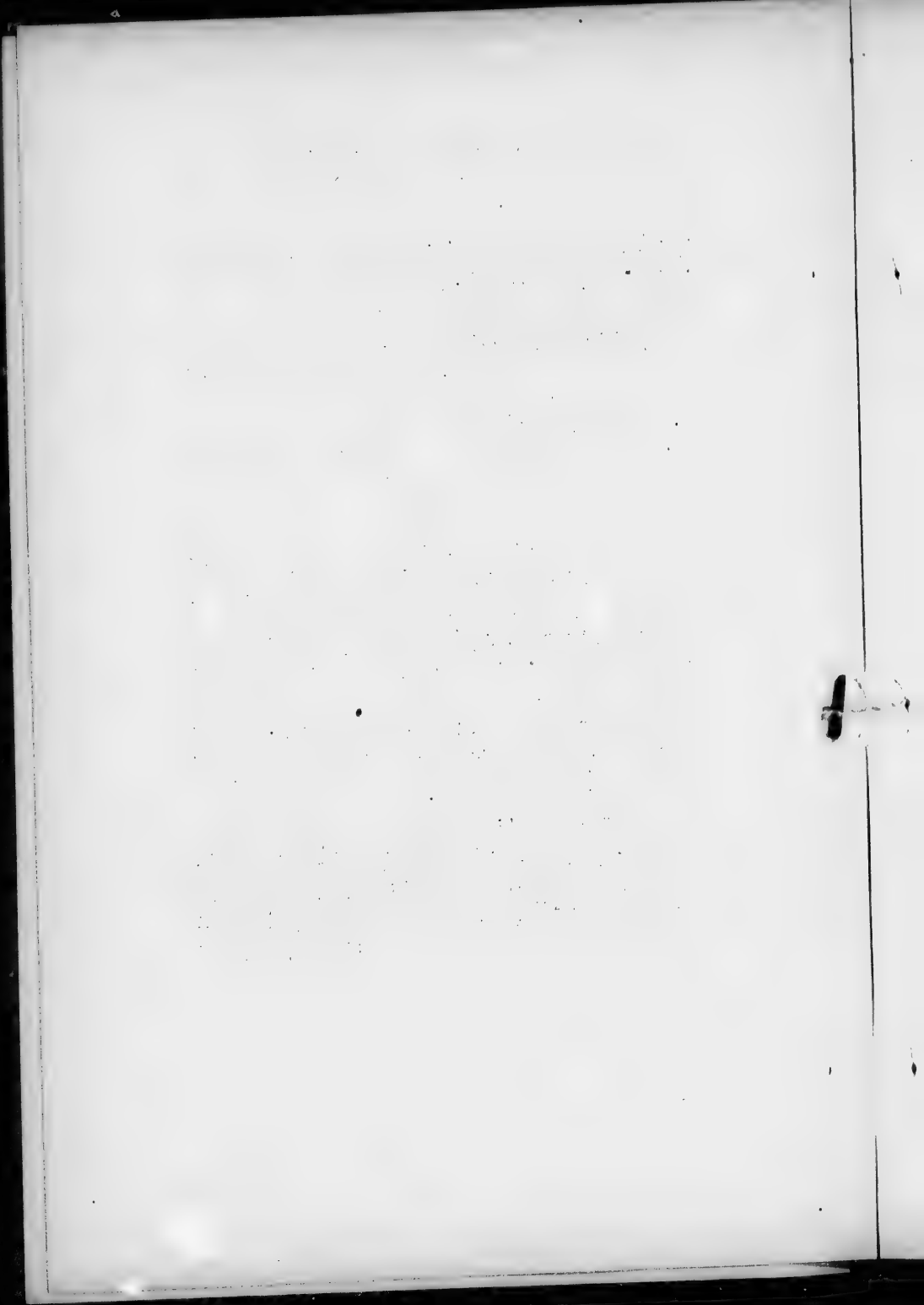
7. Translate :

נָחָה שִׁקְטָה כָּל הָאָרֶץ פָּצְחוּ רָקָה : גַּם בְּרוּשִׁים שִׁמְחוּ
לֵךְ אֲרָזִי לִבְנוֹן מֵאֵז שִׁכְבְּתָה לֹא יַעֲלֶה הַכֶּתֶף עָלֵינוּ :
שְׂאוּל מִתַּחַת רִגְזָה לֵךְ לִקְרֹאת בּוֹאֵד עֹרֵר לֵךְ רְפָאִים
כָּל עֲתֹדֵי אֶרֶץ חֲקִים מִפְּסָאוֹתָם כָּל מַלְכֵי גוֹיִם : כָּלֵם
יַעֲנוּ וַיֹּאמְרוּ אֲלֵיךָ גַּם אַתָּה חֲלִית כִּמוֹנוֹ אֲלֵינוּ
נִמְשַׁלְתָּ :
Isaiah xiv. 7-10.

8. Point and parse יִעֲנוּ, לִקְרֹאת. Parse עֹרֵר, נָחָה. What is meant by the first clause of the second of the above verses? Give the syntax fully of the second clause of the same verse.

9. Translate at sight :

אֲזִי יִדְלַג פְּאֵל פֶּסֶחַ וְתָרוֹן לְשׁוֹן אֵלֶם כִּי נִבְקַעִי בַמֶּדְבָּר
מִיָּם וְנִתְּלִים בְּעֶרְבָה : וּפְדִינִי יְהוָה יִשׁוּבֶנִּי וּבָאוּ צִיּוֹן
בְּרָפָה וְשִׁמְחַת עוֹלָם עַל רֹאשָׁם שְׁשׁוֹן וְשִׁמְחָה וְשִׁיגֹ
וְנִסִּי יִגְדֹל וְאֶנְחָה :



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

ORIENTALS.

HONORS.

HEBREW SYNTAX AND COMPOSITION.

Examiners: { J. M. HIRSCHFELDER.
 { J. F. McCURDY.

1. Give the rules for the use of numerals in Hebrew.
2. Translate: Every year has twelve months or (and) three hundred and sixty-five days. Six days in every seven were given to man for labour, and one is the Sabbath.
3. Give a general statement of the function of the so-called tenses in Hebrew.
4. Explain how the Perfect may be used of future events, and classify the cases in which it may be so employed.
5. Translate: The Prophet of Israel said: I saw a great vision, and behold my people had become strong and numerous through their faith [because they believed] in God; and their captors had ceased from off the earth, and those whom they had served became servants to them.
6. In what cases may the Imperfect be used of present events? Compare such usage with that of the Perfect also as used for our Present.
7. Translate: Our enemies gathered themselves together, as bees do, while we were re-building our beautiful city. But we remembered that Jehovah saves those who fear him and serve him; and so we were delivered from those who hate us.
8. Define the functions of the Jussive and Cohortative.

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ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

ORIENTALS.

HONORS.

Examiners : { J. M. HIRSCHFELDER.
J. F. McCURDY.

ARABIC.

1. Translate :

Fa lammā wāfawu 'l harama 'akāma bihi mā
sā'a 'l 'lāhu 'an yukīma wa karraba 'l karābīna
wa kadāy 'l manāsika wa bassara 'ahlahu bi
hurūgi nabiyyina Muhammadiⁿ sallāy 'l 'lāhu
'alayhi wa sallama.

2. Parse *wāfawu*. Explain the change in the last syllable. Inflect *kadāy* in the Perfect.

3. Give the Hebrew etymological equivalents of the verbs and nouns occurring in this extract. Account for the form *nabiyyi*.

4. Translate :

Fa ra'āy 'ardaⁿ baydā'a hasanataⁿ tazhū bi
hudratihā fa 'ahabba 'l nuzūla bihā li yusalliya
wa yatagaddāy fa talabū 'l mā'a fa lam yagidūhu.

5. Parse *tazhū*, *yusalliya*, *yagidūhu*. Account for the tense and mood in each case. Compare the moods in Arabic with corresponding forms in Hebrew. Distinguish between the uses of *wa* and *fa*.

6. Decline the adjective *ḥasan* in all numbers and both genders. Inflect the imperfect and imperative of *talaba*.

7. Translate:

Kāla 'l hudhudu fi nafsīhi 'inna Sulaymāna
kadi 'stagala bi 'l nuzūli fa 'rtafa'a 'ilāy nahwi 'l samā'i
wa nazara 'ilāy tūli 'l dunyā wa 'ardihā.

8. Inflect *kāla* in Perfect and Imperfect. Give the 3 sing. Perf. of the derived stems.

1. The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

2. The second part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

3. The third part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

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SUPPLEMENTAL EXAMINATIONS ; 1891.

THIRD YEAR.

PSYCHOLOGY : THE WILL.

Examiner : J. MARK BALDWIN, M.A., PH.D.

*. Candidates may omit one question.

1. How do you distinguish the states of will from other states of consciousness? Define affect, end, volition.

2. What is the most general psychological stimulus to volition? Say what you can of the psychology of desire.

3. Explain the two great theories of the physical basis of the sense of effort. What are the elements of character? How is character related to will?

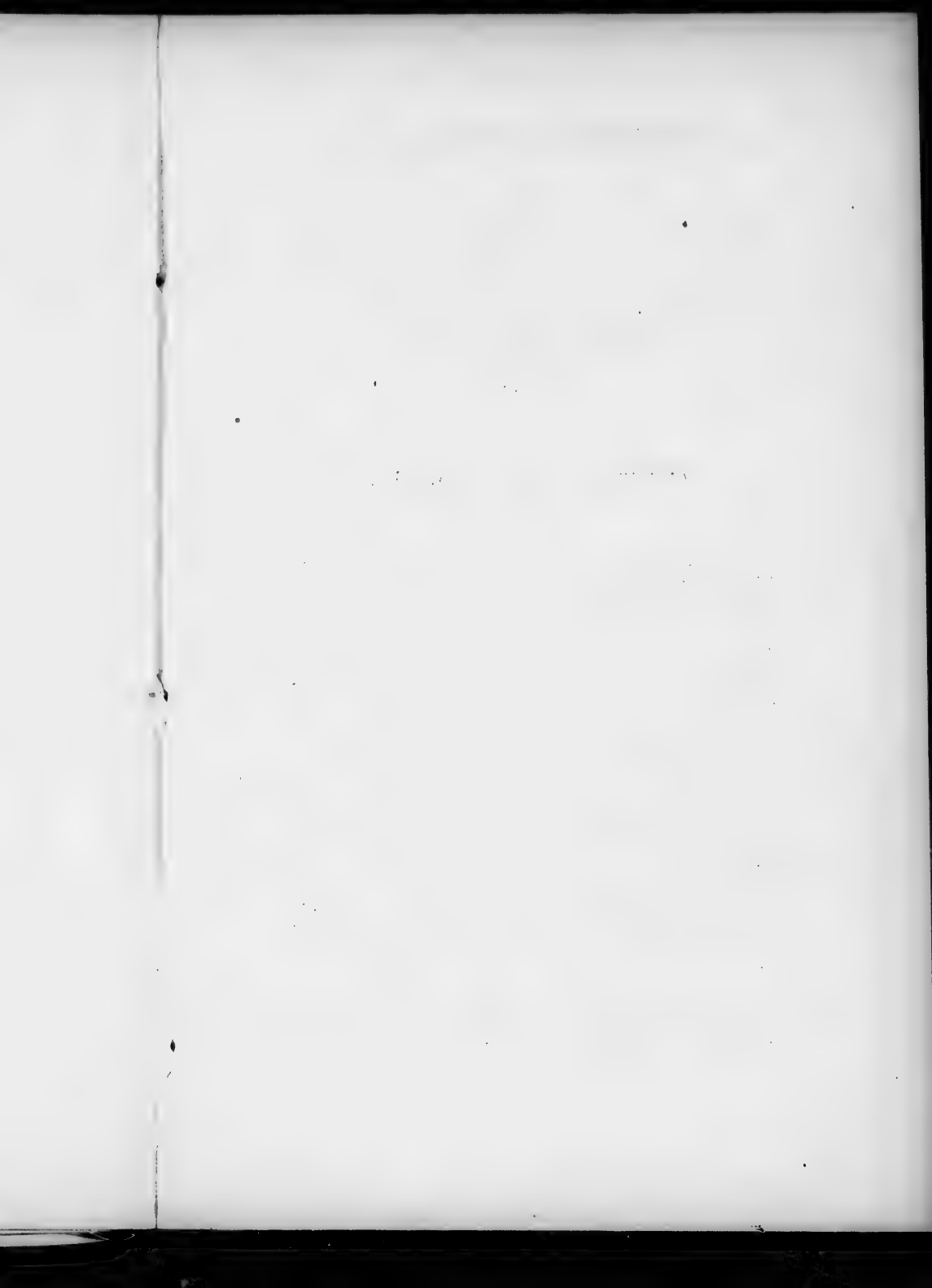
4. What is meant by volitional apperception? Criticise the theory that choice is the outcome of motive-forces. How do you explain choice? Is a motive a force?

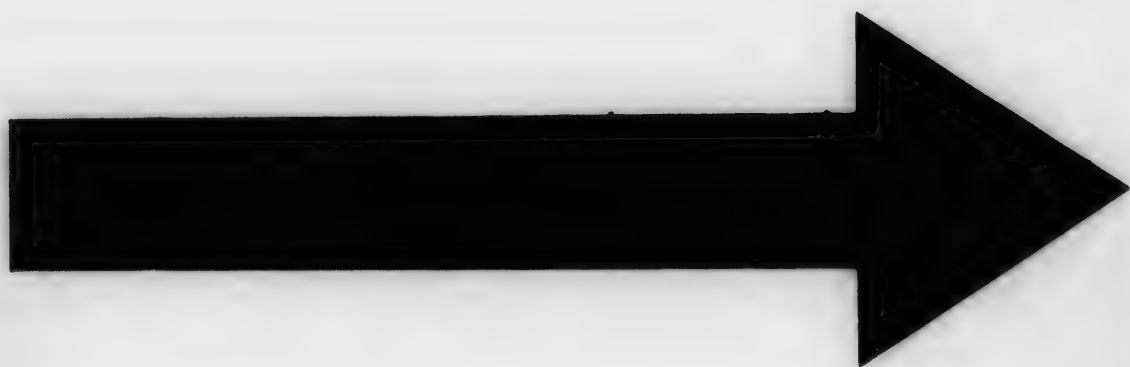
5. Can a man choose any one of his motives and realize it? After volition, is it true that he could have chosen differently? Is choice ever motiveless? Justify your answer.

6. Criticise accidentalism, and external determinism. Explain in what sense the will is free. In what sense is its activity conditioned?

7. Explain Sully's view of the sense of obligation.

8. Suppose I hold a strictly mechanical theory of brain and nerve action: what views of the relation of mind and body in voluntary movement are open to me?





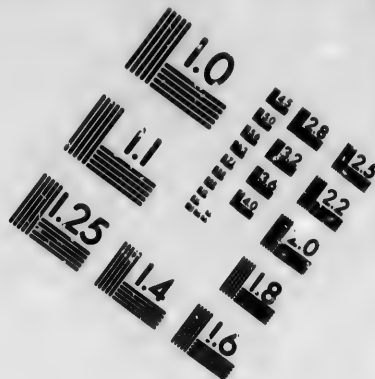
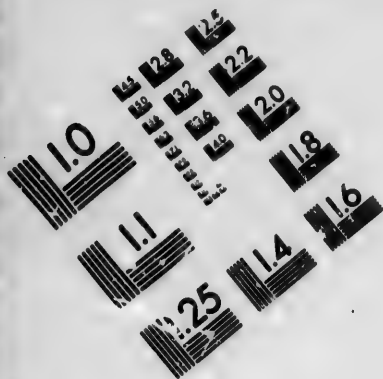
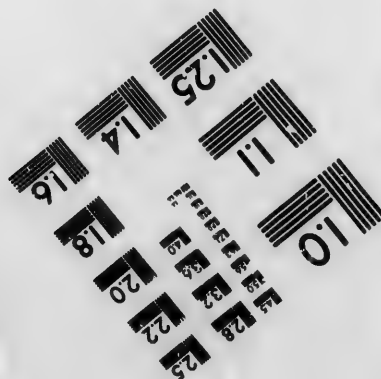
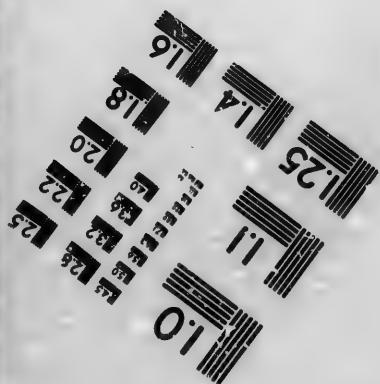
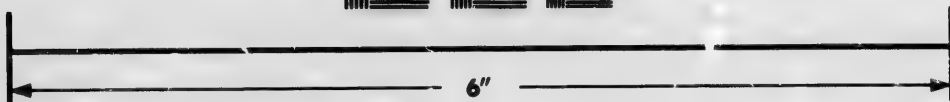
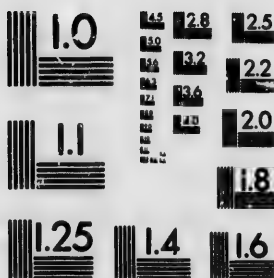


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ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

MORAL PHILOSOPHY.

HONORS.

Examiner : J. McD. DUNCAN, B.A.

1. What assistance is lent by the doctrine of evolution to the formation of a physical theory of (a) conscience; (b) free-will?

Point out the logical consequences of such a theory.

2. (a) How are animal wants transformed into motives?

(b) Are motives necessarily determined? And if so, does this determination exclude freedom?

3. Can a moral action ever be constituted by desire? In other words is *desiring* ever equivalent to *willing*? And if so, what is the real distinction between desire that is identical with will, and desire that cannot be so identified?

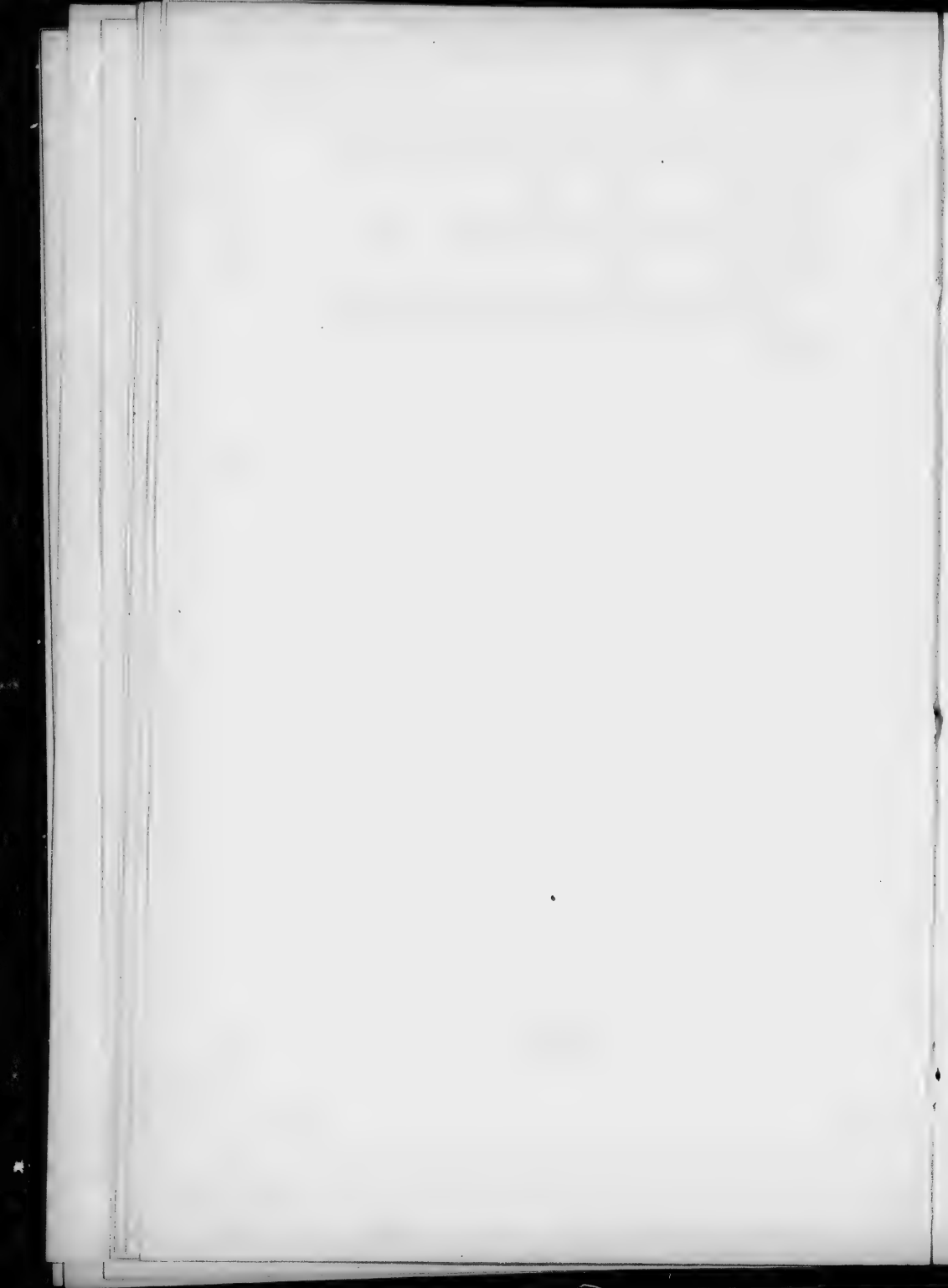
4. Explain the sense in which desire and thought may be called conditions antecedent to willing and the sense in which desire and thought enter into an act of will.

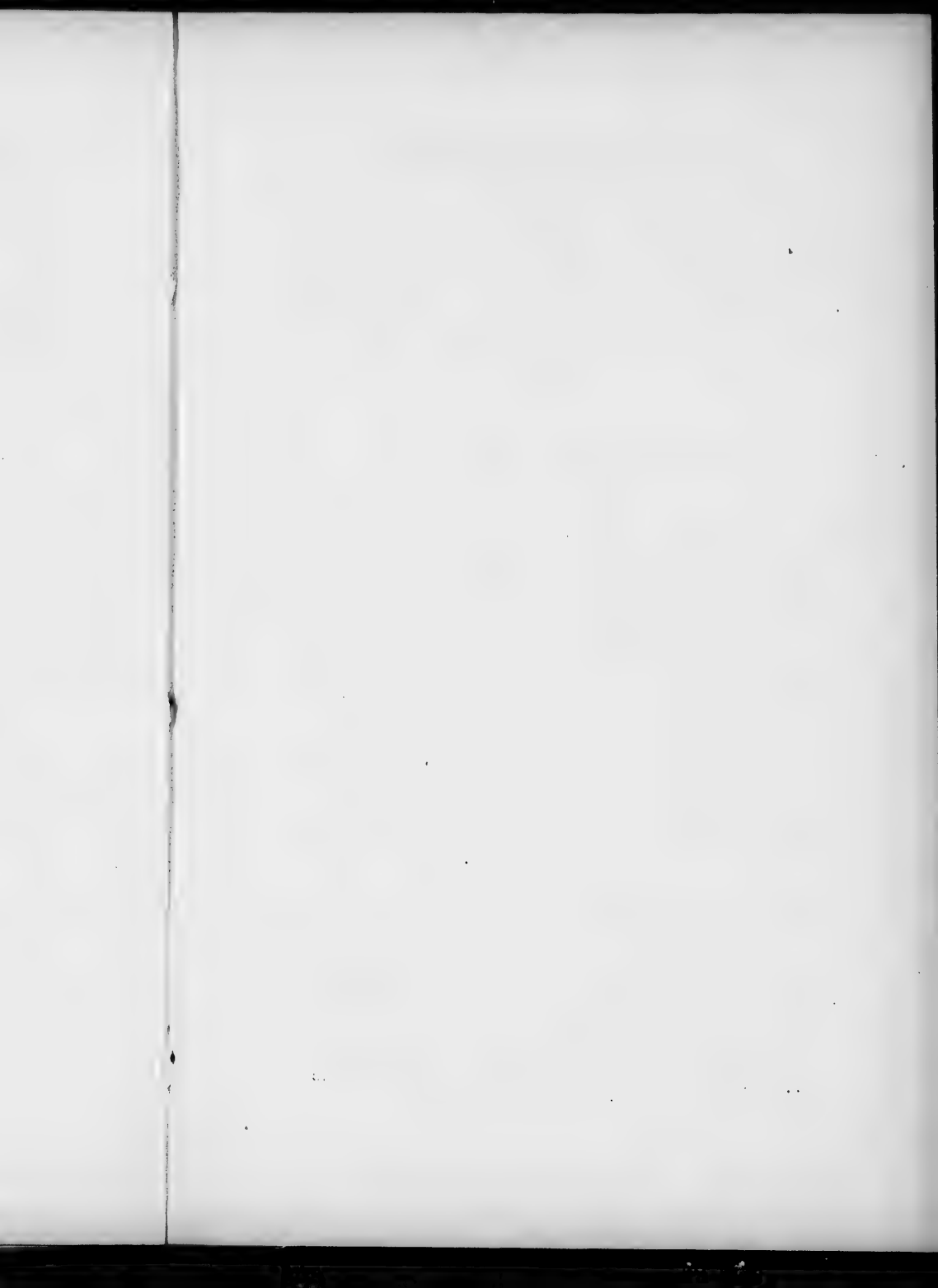
5. Is Mill's doctrine, that some pleasures are intrinsically more desirable than others, compatible with the position that all desire is for pleasure?

6. Define moral good. How do we gain a sufficient knowledge of ultimate moral good for the guidance of our conduct?

7. "Thus we inherit from the Greek philosophers both the principle of morality, and the articulation of that principle." GREEN.

Trace the development in the articulation of this principle among the Greeks, and in modern times, and point out the condition on which its further articulation depends.





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ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

PSYCHOLOGY.

HONORS.

Examiner : J. MARK BALDWIN, M.A., PH.D.

EXPERIMENTAL AND THE WILL.

1. Explain in detail Bain's theory of the origin and development of volition. Is spontaneous movement with the laws of pleasure and pain sufficient to account for complex voluntary movement? If not, why not?

2. What meanings do Sully and Bain, respectively, give to the terms "motive" and "deliberation"? What does Bain make of "freedom"? What are the nature and limits of my power to hold an idea before me by attending to it?

3. Argue the "Innervation" question. Show its bearings on the theory of the will?

4. State and illustrate Weber's law. Explain the "psychological" and "physiological" interpretations of it.

5. How would the doctrine that sensation is an apperceptive process lead one to expect some such law as Weber's? How would the principle of "nervous summation" lead one to expect it?

6. Give a *résumé* of the main results reached by experiments in Psychometry. What light do they throw on attention and will?

7. Explain Helmholtz's and Lotze's theories of the perception of space. What evidence is there for the existence of "local signs"?

8. State the main facts established concerning the localization of motor and sense functions in the cortex of the brain. What light do they throw on the association of ideas, on memory, on the so-called "speech faculty?"

9. What do you understand by a psycho-physical conception of mind? Is it a materialistic conception? What assumptions are necessary to justify the experimental method in psychology?

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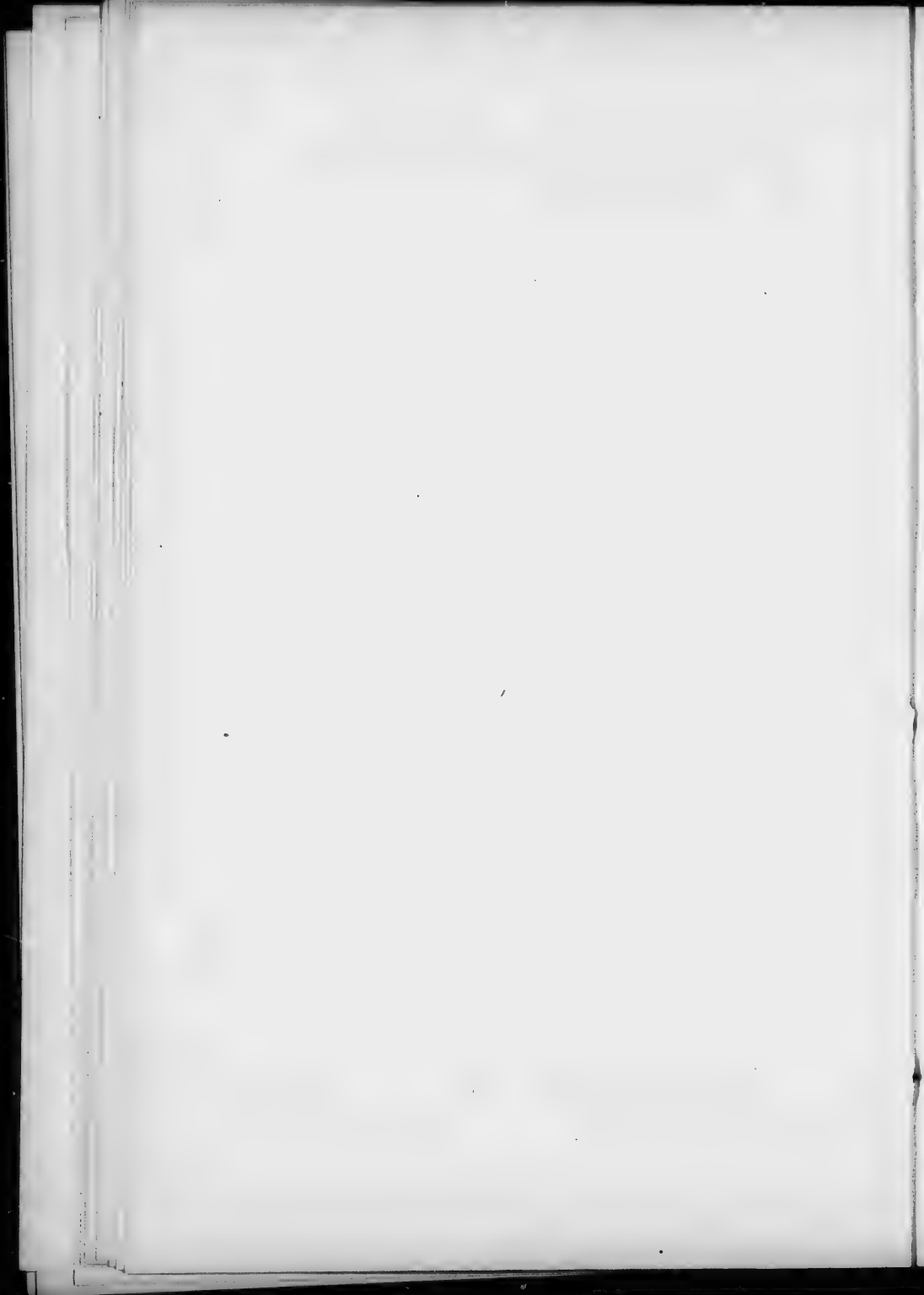
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ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

HISTORY OF ANCIENT PHILOSOPHY.

HONORS.

* *Examiner* : THOMAS H. MITCHELL, B.A.

1. Briefly describe the general tendency of each of the three periods of ancient philosophy.

2. Empedocles has been described as an eclectic, uniting the fundamental ideas of his two immediate predecessors. Show the justice of such a designation by a reference to his system.

3. What fault common to all preceding systems, does the philosophy of Anaxagoras begin to remove ?

4. "The philosophy of Socrates is the positive complement of the sophistic principle." Explain.

5. Give a brief positive exposition of the Platonic ideal theory, and indicate the important sources of its essential elements.

6. Contrast the philosophic methods of Plato and Aristotle.

7. Discuss the tenability of the stoic theory of morals.

8. "Philosophy has not infrequently resigned some wide and fruitful territory in order to return upon some narrow strip of land."

Illustrate the truth of this statement by an instance from the history of ancient philosophy.

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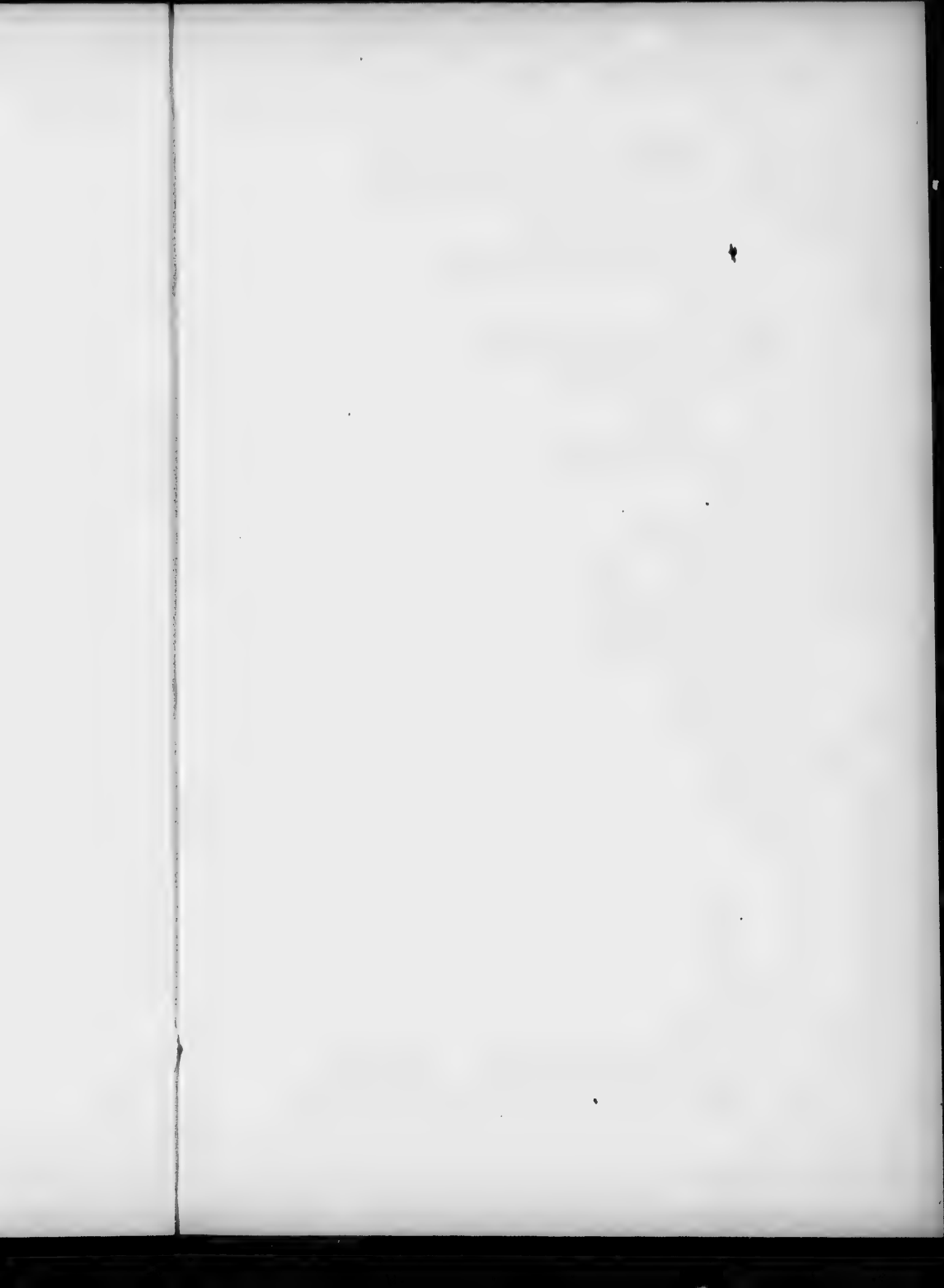
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ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

MEDIAEVAL PHILOSOPHY AND CICERO DE FINIBUS.

Examiner : THOS. H. MITCHELL, B.A.

I.

1. What was the most important controversy during the first period of the mediaeval philosophy ? Indicate the respective positions taken in this discussion by Johannes Scotus, Roscellinus, and Abelard.

2. State accurately the meaning of the motto, " Credo ut intelligam," and show that upon the whole this was the watchword for the first centuries of the scholastic movement.

3. " Voluntas est superior intellectu." Give some explanation of this statement, the name of its author, and an account of the doctrine to which it was opposed.

4. Indicate some of the principal results of the scholastic philosophy.

II.

5. Translate :

Quid igitur est ? inquit ; audire enim cupio, quid non probes.

Give in substance the answer of Cicero to this question.

6. Translate :

Quodsi ne ipsarum quidem virtutum laus, in qua maxime ceterorum philosophorum exsultat oratio, reperire exitum potest, nisi derigatur ad voluptatem, voluptas autem est sola, quae nos

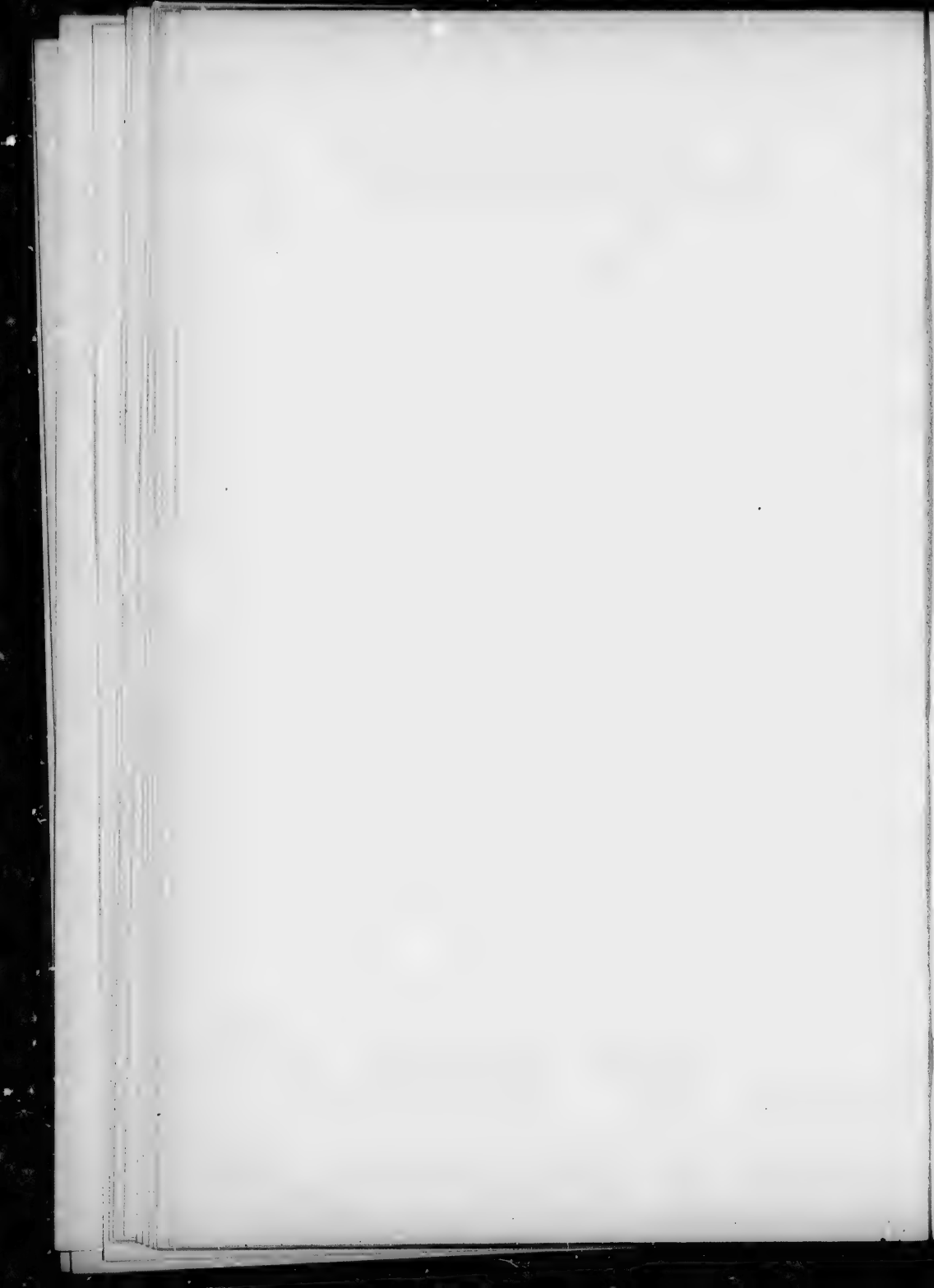
vocet ad se et alliciat suapte natura, non potest esse dubium, quin id sit summum atque extremum bonorum omnium, beateque vivere nihil aliud sit nisi cum voluptate vivere.

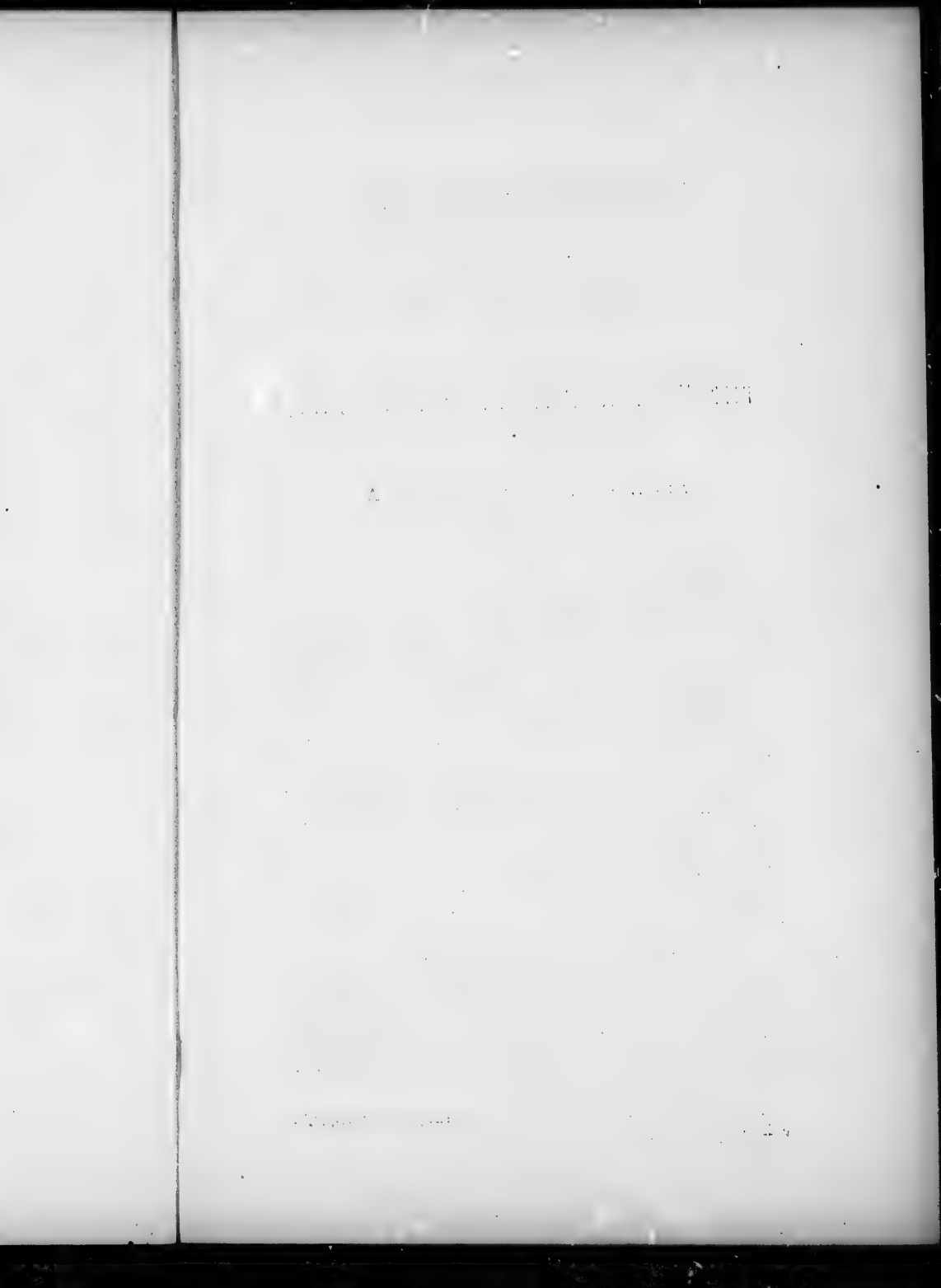
Mention some of the arguments used by Torquatus to establish the above position.

7. Translate :

Aequam igitur pronuntiabit sententiam ratio adhibita primum divinarum humanarumque rerum scientia, quae potest appellari rite sapientia, deinde adiunctis virtutibus, quas ratio rerum omnium dominas, tu voluptatum satellites et ministras esse voluisti ; quarum adeo omnium sententia pronuntiabit primum de voluptate, nihil esse ei loci, non modo ut sola ponatur in summi boni sede, quam quaerimus, sed ne illo quidem modo, ut ad honestatem applicetur. De vacuitate doloris eadem sententia erit. Reicietur etiam Carneades, nec ulla de summo bono ratio aut voluptatis non dolendive particeps aut honestatis expers probabitur. Ita relinquet duas, de quibus etiam atque etiam consideret. Aut enim statuet nihil esse bonum nisi honestum, nihil malum nisi turpe, cetera aut omnino nihil habere momenti aut tantum, ut nec expetenda nec fugienda, sed eligenda modo aut reicienda sint, aut anteponet eam, quam cum honestate ornatissimam, tum etiam ipsis initiis naturae et totius perfectione vitae locupletatam videbit. Quod eo liquidius faciet, si perspexerit, rerum inter eas verborumne sit controversia.

What is your own conception of the Summum Bonum ?





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ANNUAL EXAMINATIONS : 1891.

THIRD EXAMINATION.

THE WILL AND MORAL PHILOSOPHY.

Examiner : J. MCD. DUNCAN, B.A.

1. (a) Mention some typical statements of the question of freedom in willing.

(b) How would you defend a doctrine of freedom from the charge of contradicting the law of causality ?

2. (a) By what criteria does Calderwood distinguish first principles of conduct ?

(b) Are first principles of conduct known intuitively ?

3. State accurately the relation each to the other of "volition," "motive" and "end." Answer the following questions :

(a) Can a volition have different motives in different cases ?

(b) Is a motive the antecedent and a volition the consequent ?

(c) Can a right volition have a wrong end ?

4. Indicate the method of psychological evolutionists in accounting for the facts of moral consciousness.

5. What view did Hobbes take of the ethical standard, and how was this view opposed by Cudworth and Cumberland respectively ?

6. Describe and examine critically Cudworth's ethical position.

7. Is Locke's account of moral responsibility and freedom consistent with the doctrine that the sole determinant of action is pleasure?

8. Give an accurate statement of Butler's ethical doctrine, and point out what you think to be defects in that doctrine.

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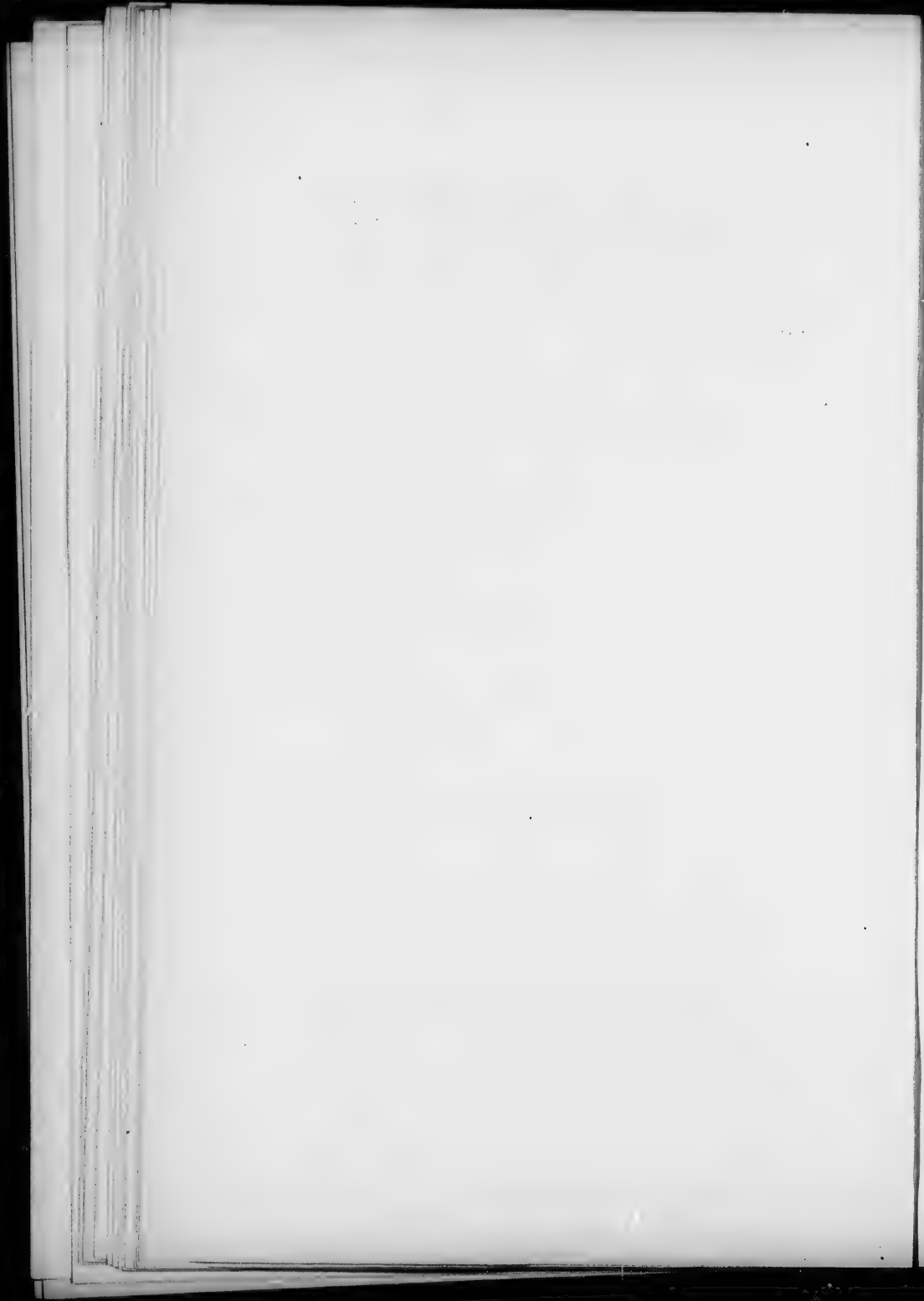
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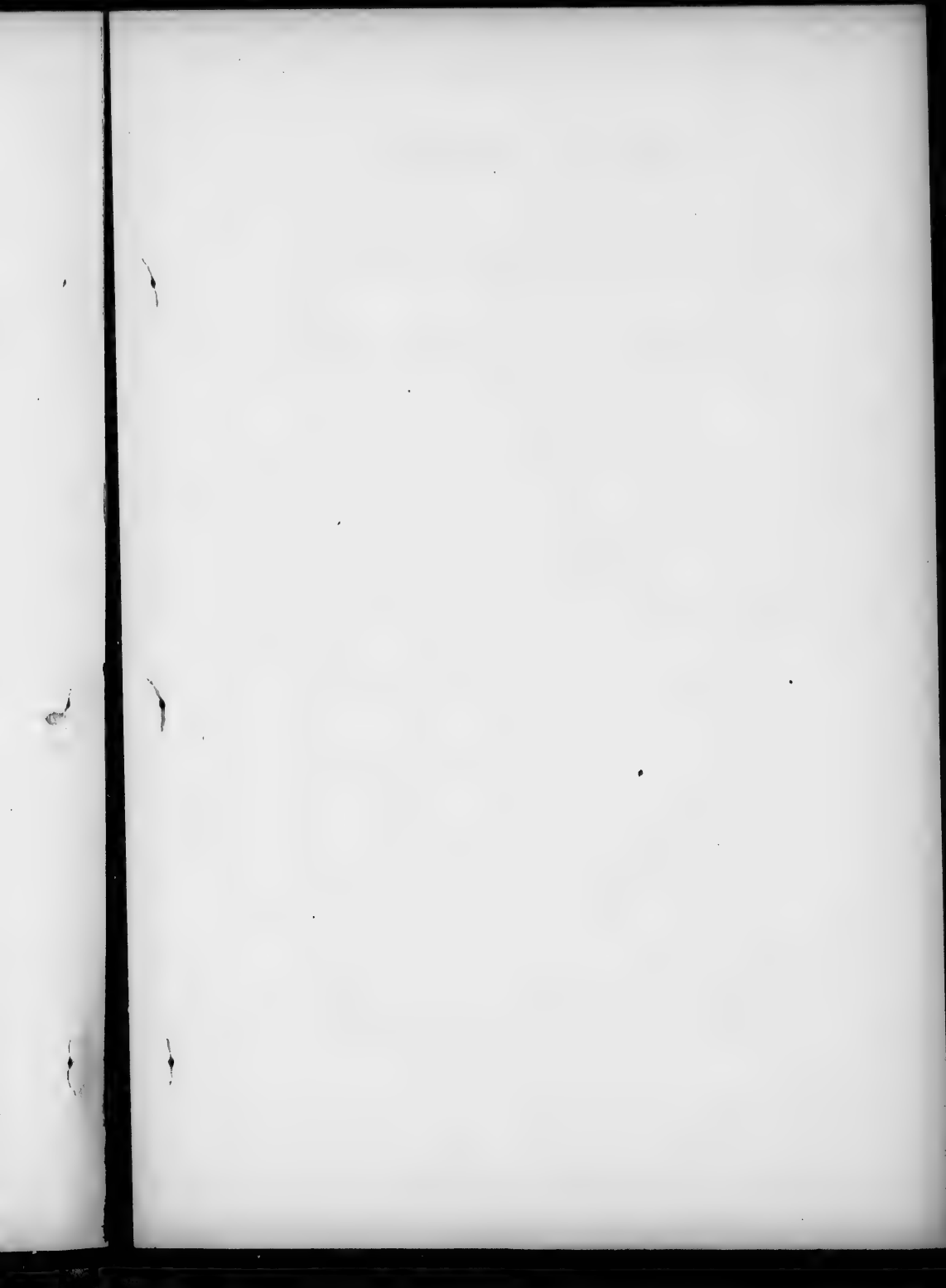
ANNUAL EXAMINATIONS: 1891.

THIRD EXAMINATION—(SECOND EXAMINATION LAW).

HISTORY OF ENGLISH LAW. HONORS.

Examiners: { HON. DAVID MILLS, LL.B.
 { HON. W. PROUDFOOT.

1. What were the provisions of the statute *de donis*?
2. What were the means by which an estate tail could be barred?
3. What were the provisions of the statute *quia emptores*, and what change did it effect on tenures?
4. What evils were the statutes of Mortmain intended to prevent: how were they from time to time evaded: and how were these evasions frustrated?
5. When was land made deviseable: did the first statute authorize a devise of the whole land: if not, when was it that the whole became devisable?
6. State the principal provisions of the statute for prevention of frauds and perjuries in regard to conveyances of, and contracts respecting, lands; as to other contracts, and as to trusts.
7. What was the reason for enacting the statute of distributions, and state generally its provisions?
8. What ameliorations in the criminal law have been made since the beginning of the 19th century?



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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

ENGLISH CONSTITUTIONAL LAW. HONORS.

Examiners: { HON. WM. PROUDFOOT, J.
 { HON. DAVID MILLS, LL.B.

1. Explain the sanctions by which the conventions of the Constitution are enforced.

2. State the various circumstances under which a dissolution of Parliament by the Sovereign is a proper proceeding.

3. Describe the present constitution of the Treasury Department, and explain what is meant by the issue of a commission to execute the office of the Lord High Treasurer.

4. State the constitutional means for securing the harmony of the several powers of the State in the following cases:

(1) Where there are variances between the Crown and Parliament on questions of administration.

(2) Where there are variances between the Crown and Parliament on questions of legislation.

(3) Where there are variances on the subject of privilege.

(4) Where the two Houses differ as to proposed Legislation.

5. Explain the territorial origin of the Peerage.

6. Describe Charter Governments, and Proprietary Governments, as forms of colonial government, and describe the institutions in England after which they were modelled.

7. How much of the Common Law do British subjects carry with them into a colony founded by discovery and settlement, and what are the powers of the Crown as to legislation, taxation, and the administration of justice, at common Law, in such colony?

8. Explain fully why the Sovereign alone could not give to the Province of Quebec, the Constitutional System created by the Quebec Act of 1774.

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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

CONSTITUTIONAL HISTORY.

Examiners: { A. T. THOMPSON, B.A.
J. M. McEVoy, B.A.

1. Trace the early history of the royal power in England.
2. What were the several obligations of Lord and Tenant under the Feudal Systems?
3. Write short notes on: Danegeld, Trinoda Necessitas, Scutage, Gemot of Salisbury, Cabal.
4. Compare the rule of the House of York with that of the House of Lancaster?
5. What were the conditions upon which William and Mary accepted the throne of England?
6. Explain the nature of Parliamentary Sovereignty, and show that its existence is a legal fact fully recognized by English Law.
7. What do you understand by "the supremacy of the rule of law" as applied to the British Constitution?
8. What is the constitutional importance of the House of Lords?

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SUPPLEMENTAL EXAMINATIONS : 1891.

THIRD YEAR.

ARTS.

POLITICAL SCIENCE.

Examiners : { A. T. THOMPSON, B.A., LL.B.
 { J. M. McEVoy, B.A.

1. Outline the constitution and the functions of the *Wttan*.
2. What changes in the English constitution were introduced by the Norman Conquest ?
3. Describe the Angevin system of administration.
4. What were the political results of the Reformation in England ?
5. Write brief notes on : Ship Money, Bate's Case, Undertakers, Compulsory Knighthood.
6. Describe the state of parliamentary representation during the reigns of Georges I., II., and III.
7. If the Ministry were outvoted in the British House of Commons on an important question describe the various steps that would require to be taken by the Queen and her advisers before any other important business could be constitutionally transacted by the English government.
7. "The security which an Englishman enjoys for personal freedom does not really depend upon or originate in any general proposition contained in any written document."—*Dicey*. Explain fully.

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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

POLITICAL SCIENCE. ECONOMIC THEORY.

HONORS.

Examiners: { A. T. THOMPSON, B.A.
J. M. McEVoy, B.A.

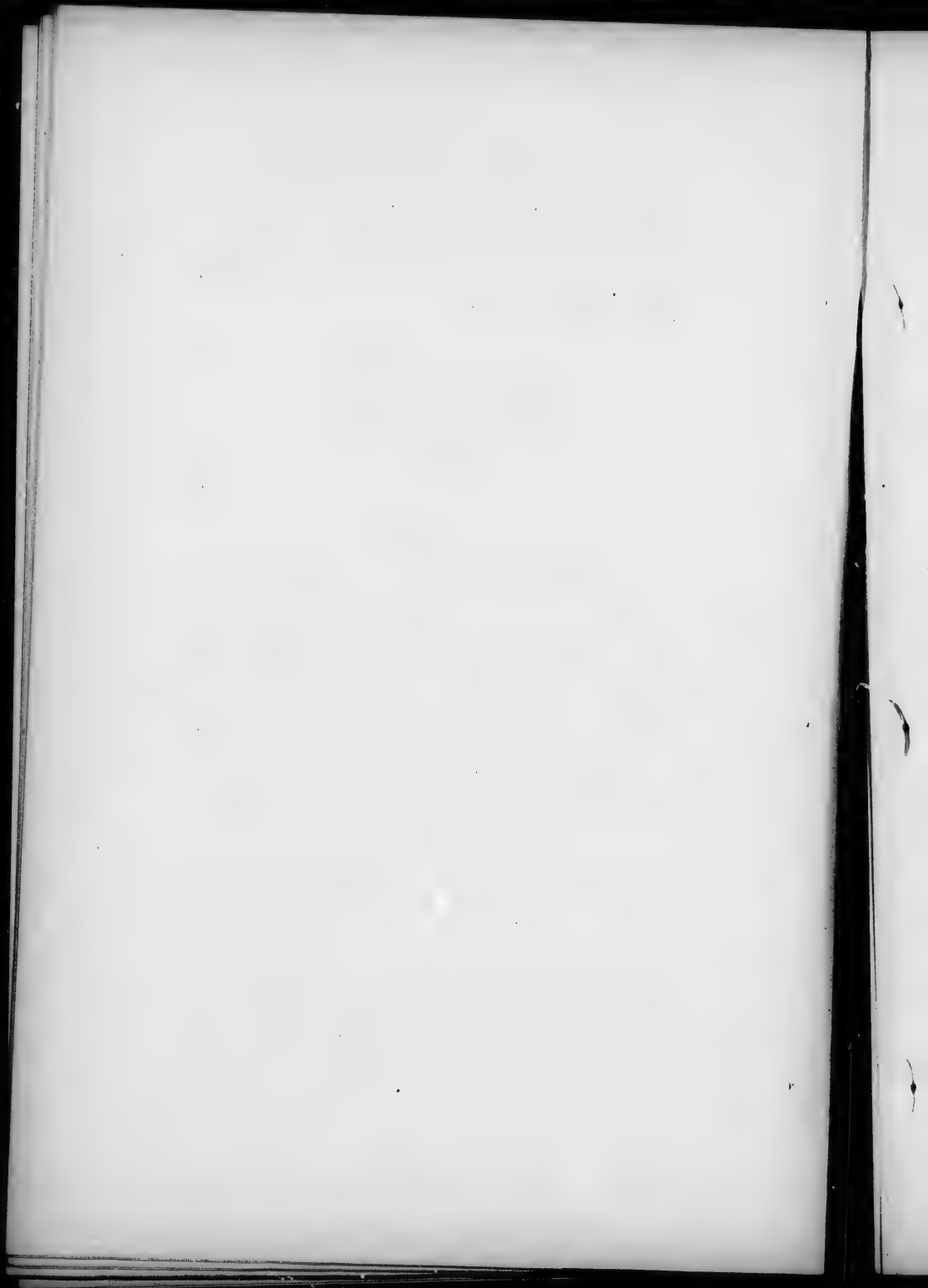
N.B.—Candidates are requested not to attempt more than eight questions.

1. Show how the mediaeval doctrine of Usury was undermined by the doctrine of Interest.
2. Describe the "Balance of Bargain" system.
3. Compare the attitude of Child and Hume towards the Balance of Trade theory.
4. Comment on the Maxims of Quesnay.
5. Distinguish the essentials and non-essentials in the teaching of Malthus.
6. In what case did Adam Smith consider "Protection" desirable.
7. "What Smith sought to establish was the free competition of equal industrial units; what in fact he was helping to establish was the free competition of unequal industrial units." Explain and comment upon.
8. "Back to Adam Smith." In what sense is this desirable.

9. State and criticize the "Iron Law of Wages."

10. Examine the doctrine laid down by Ricardo that the relative values of commodities are governed by the relative quantities of labor bestowed on their production.

11. Wherein does List find the teaching of Smith and his school defective.



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ANNUAL EXAMINATIONS : 1891.

THIRD EXAMINATION (SECOND EXAMINATION LAW.)

JURISPRUDENCE.

HONORS.

Examiners : { HON. DAVID MILLS, LL.B.
 { HON. W. PROUDFOOT.

1. Give the various meaning of the term *law*; and with which of its different significations has jurisprudence to deal?
2. How is *Ethic* distinguished from *Law*?
3. Enumerate the sources of law and, and state which is the principal source now.
4. What is the general division of antecedent rights *in personam*, and give a sketch of them under each division?
5. What are the elements of a contract, and when is it deemed to be perfected when entered into by correspondence?
6. What are the remedial or subsequent rights *in personam* and how do they arise?
7. Who are abnormal persons. What variations in status in natural persons cause them to be abnormal?
8. What is adjective law, and enumerate the subjects with which it deals?

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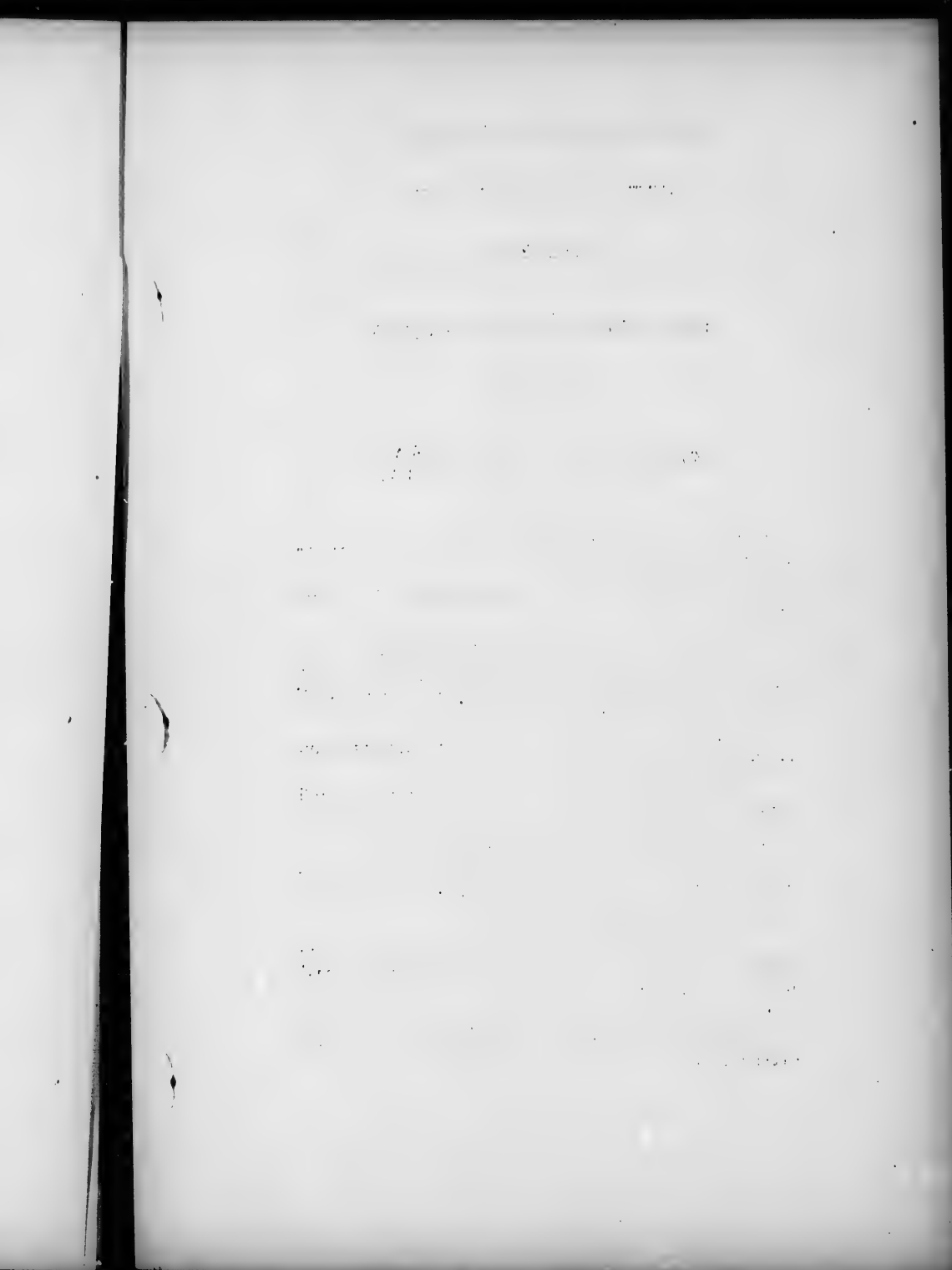
1. 1990年12月25日，在“九七”香港回归前夕，香港各界人士纷纷发表文章，就香港回归后的前途问题提出自己的看法。

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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

CHEMISTRY AND MINERALOGY.

PHYSICS.

Examiners: { I. E. MARTIN, B.A.
A. C. MCKAY, B.A.

1. Define *heat*. What effect has it on a body by which it can be measured?

Describe the method of graduation of a thermometer.

2. Define *latent heat* and *thermal capacity*.

The latent heat of water in melting being 80, find the temperature by mixing 5 gm. of snow at 0° with 23 gm. of water at 20°.

3. What effect has the height of the barometer on the boiling point of water?

Why does the water in a closed vessel not boil when the thermometer rises?

4. State the laws of *reflection* and *refraction*.

Why does the bottom of a vessel appear deeper when empty than when filled with water.

5. Define *focal length* of a lens.

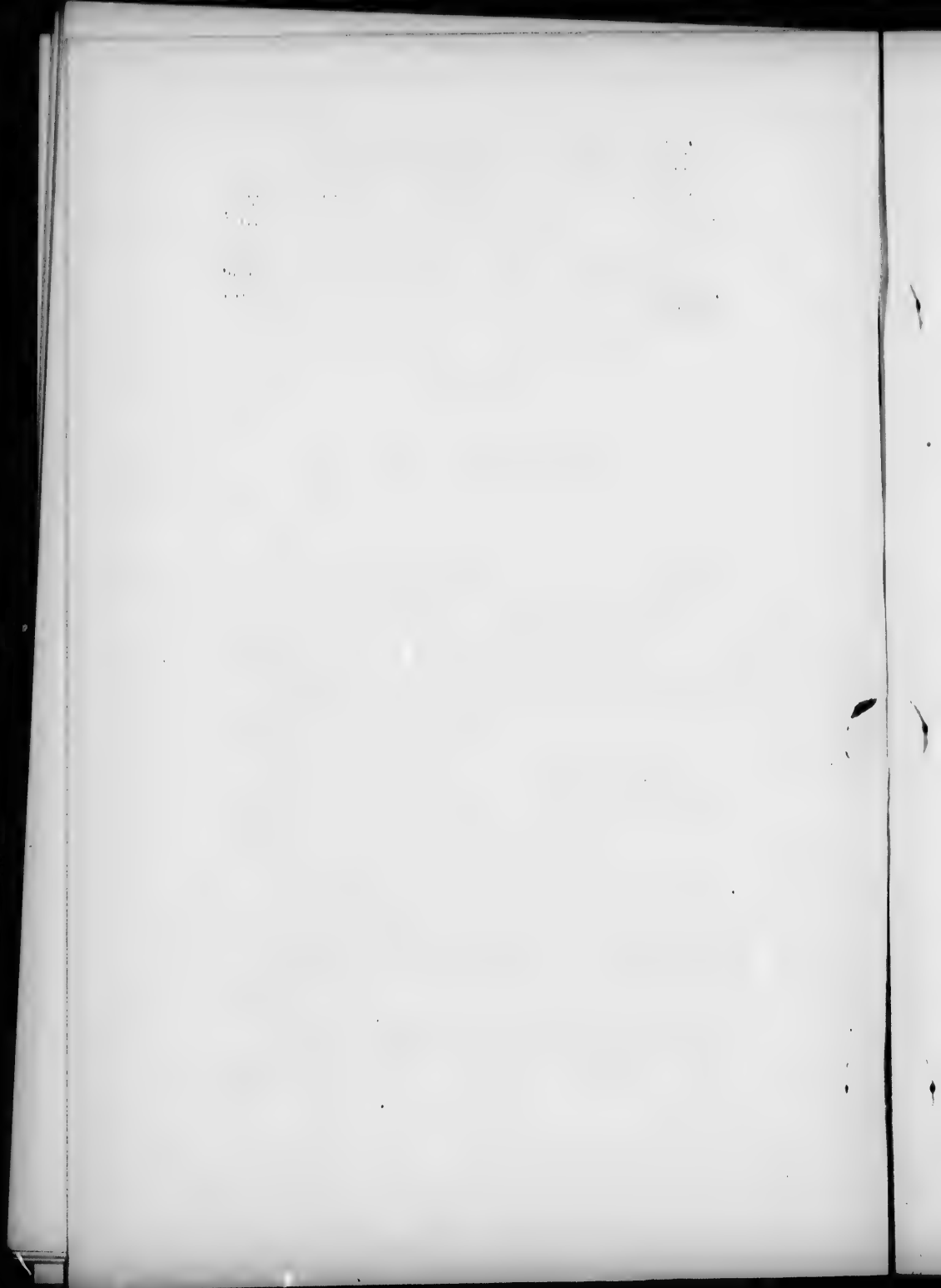
The object is 6 feet on one side of a lens and the image is 1 foot on the other side. What is the focal length of the lens.

6. Describe the compound microscope, and show how its magnifying power can be determined by direct observation.

7. Describe Bunsen's battery and the bicromate cell, showing how they avoid polarization.

8. Give the construction of the tangent galvanometer, and show how an electric current is measured by it.

9. Compare the results of electrolysis of sulphuric acid, a solution of common salt, and a solution of sodium sulphate.



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University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD AND FOURTH YEARS.

DEPARTMENT OF CHEMISTRY AND
MINERALOGY.

ORGANIC CHEMISTRY.

FIRST PAPER.

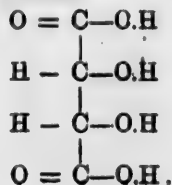
Examiners: { W. H. PIKE, M.A., PH.D.
 { T. PROCTOR HALL, M.A., PH.D.

1. Describe the behavior of the fatty acetones on oxidation. An acetone $C_6H_{12}O$ gives on oxidation carbon dioxide and an acid distillate, from which silver salts are prepared. The percentage of silver in these salts is 59.64 % and 64.65 % respectively. From these data deduce the probable constitutional formula of the acetone, and give a method of synthesis of this body.

2. Describe the method of preparation of the ethylamines, and of ethyl-ammonium hydrate, and a method of separation of ethylamine from a mixture of ammonia, ethylamine, diethylamine and triethylamine. Give as far as you can the physical properties of these bodies.

3. By what means can diethylamine be distinguished from its isomers, the four butylamines and the two propyl-methyl-amines?

4. Give fully the various chemical properties implied in the constitutional formula



By what reactions can the synthesis of such a substance be accomplished?

What modification of the atomic theory has been suggested to explain the existence of several bodies of this formula?

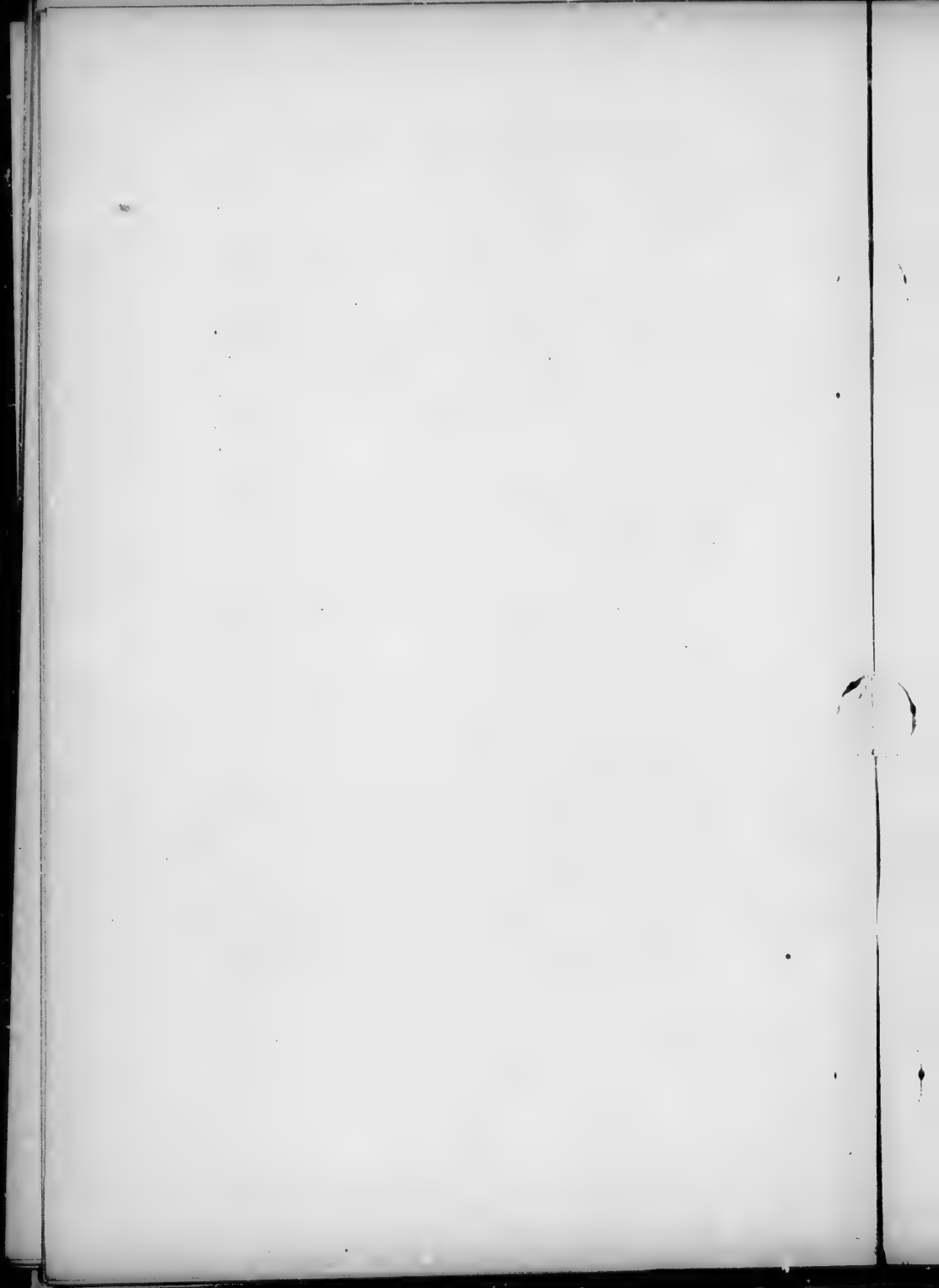
5. What changes in the physical and chemical properties of acids accompany the exchange of "an acid hydrogen" for the ethyl group?

Discuss the following cases: ethyl-sulphuric acid, acetic ether, oxalic ether, sulphurous ether, ethyl glycollate, carbonic ether, ethyl orthocarbonate.

6. Illustrate the following statement: "A number of organic compounds, other than acids and alcohols, are known in which one or more hydrogen atoms may be replaced by sodium."

7. Give a short account of the chemistry of one of the following classes: Guanidines, Mustard Oils, Ketonic Acids.

8. Upon what evidence is the formula $\begin{array}{c} \text{CH}_3 \\ || \\ \text{CH}_3 \end{array}$ adopted
ethylene rather than $\begin{array}{c} \text{CH}_3 \\ | \\ \text{CH} \end{array}$.



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ANNUAL EXAMINATIONS : 1891.

THIRD AND FOURTH YEARS.—SECOND PAPER.

CHEMISTRY AND MINERALOGY.

ORGANIC CHEMISTRY.

Examiners: { J. PROCTOR HALL, M.A., PH.D.
W. H. PIKE, M.A., PH.D.

1. What bodies are formed by the action of each of the following substances on the sodium compound of phenol. Carbon dioxide; Chloroform; Bromine; Tetrachloride of Carbon; Methylene Dichloride; Trichlor Ethane (CH_3-CCl_3). Give equations in each case.

2. Give a short account of the chemistry, (reactions, preparations, and physical properties) of phenyl-hydrazine. Also of the salts of diazo-benzene (including diazo-amido-benzene.)

3. On what facts is the statement based, that only one mono-derivative of benzene exists, and that in consequence the six hydrogen atoms are symmetrically situated.

4. Describe the practical methods of replacing one or more hydrogen atoms by bromine in fatty and aromatic compounds.

5. Write constitutional formulæ shewing the relation between Rosaniline, Triphenyl-Methane, Aurin (or Rosolic acid) Phenol-phthaleïn and Fluoresceïn.

6. Write a *short* description of Naphthalene and its derivatives.

7. The physical properties of organic compounds are considered to be dependant upon the number, nature, and arrangement of the constituent atoms. To what extent is this true?

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

RESEARCH REPORT

NO. 1000

BY

DR. J. H. HARRIS

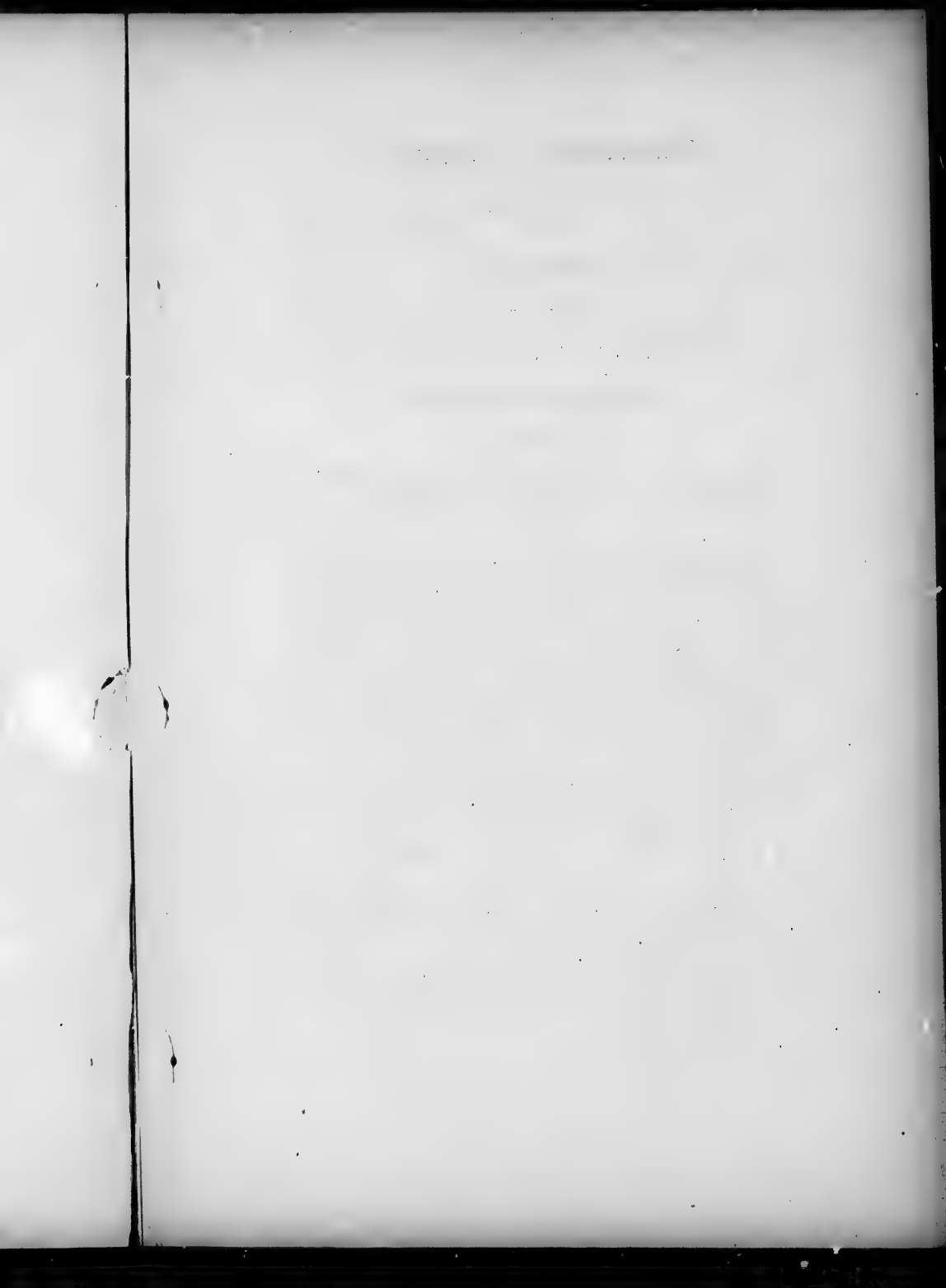
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DR. J. H. HARRIS

CHICAGO, ILL.

1950

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ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

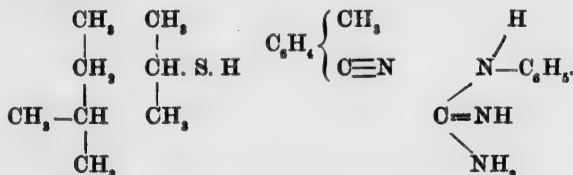
DEPARTMENT OF NATURAL SCIENCE.

ORGANIC CHEMISTRY.

Examiners : { T. PROCTOR HALL, M.A., PH.D.
W. H. PIKE, M.A., PH.D.

1. Compare the properties and methods of preparation of Benzyl alcohol, and Phenol, in illustration of the statement that Benzyl alcohol resembles the fatty alcohols, whilst the phenols exhibit peculiar and characteristic variations of these properties. In what way are these variations affected by the introduction of a nitro group as in the case of Nitro phenol?

2. Name the substances denoted by the following formulae :



Write formulæ for the bodies indicated by the following names :

- acetyl-amido-acetic acid,
- ortho-nitro-meta-brom-benzoic ether,
- nitro-ethane,
- azo-benzene.

3. Give a short account of the Chemistry (preparation, reaction and physical properties) of Glycerol; including in your description reasons for the formula used. Can you suggest any theory for its frequent occurrence in plant life.

4. How may aniline be converted into the following compounds: benzoic acid; phenyl ether (phenyl phenate); benzene; benzene sulphonic acid; toluene.

5. The Silver Salt of an organic acid gives the following numbers on analysis:—

	%
Silver,	65.45
Carbon,	14.55
Hydrogen,	0.61

The Silver Salt treated with Ethyl iodide forms an ether with vapour density 5.96 (air = 1). Determine the probable formula of the acid.

6: Discuss fully the arguments on which the formula of any *one* of the following substances is based: Benzene, Glucose, Napthalene.

7. Show by equations what occurs when:

- (a) propyl iodide is heated with silver cyanide
- (b) the product of the action (a) is boiled with dilute hydrochloric acid
- (c) the product of reaction (b) is subjected to electrolysis
- (d) the product of reaction (a) is treated with nascent hydrogen.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

THIRD YEAR.

ARTS.

CHEMISTRY.

Examiner : G. CHAMBERS, B.A., M.B.

1. (a) The vapour density of a compound gas is 22 (Hydrogen = 1); what is its molecular weight? Explain fully how you arrive at your result.

(b) The vapour density of Ammonium Chloride is said to be abnormal. Explain.

2. Calculate the weight of Oxygen required to burn 10 litres of Hydrogen measured at 25°C., and 745 m.m. Bar.

3. How could you prepare Hydrogen Sulphide? Write equations illustrating the reactions which occur when Hydrogen Sulphide is—

(a) burnt in air.

(b) mixed with Chlorine gas.

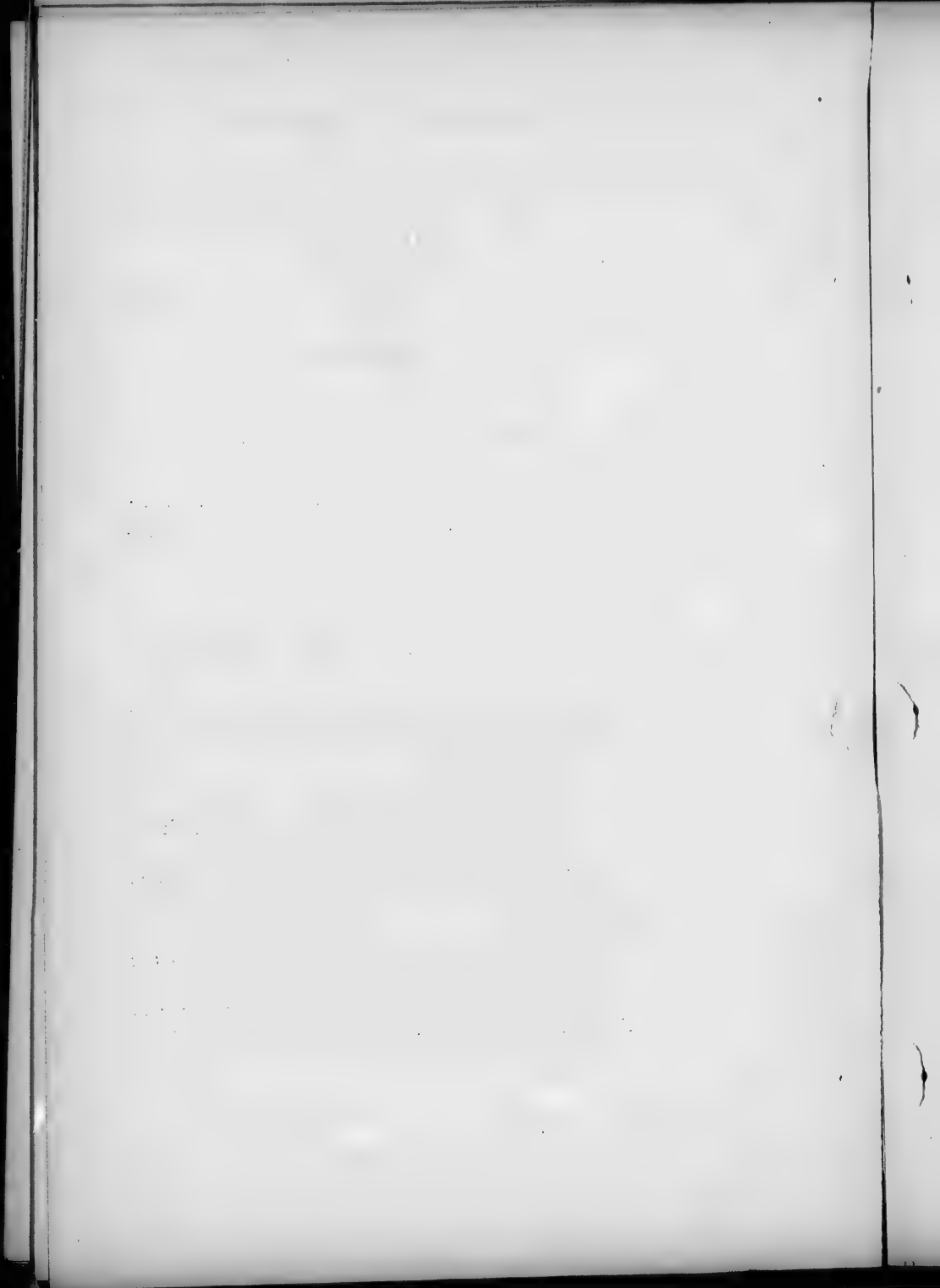
(c) passed into a solution of Ammonium Hydrate

(d) passed into a solution of Lead Chloride.

4. The elements Nitrogen, Phosphorus and Arsenic are said to belong to the same natural family. Explain this statement.

5. State the grounds on which the elements are divided into metals, and non-metals.

6. Give an account of the Chemistry of any one of the following elements : Sulphur, Silicon, or Silver.



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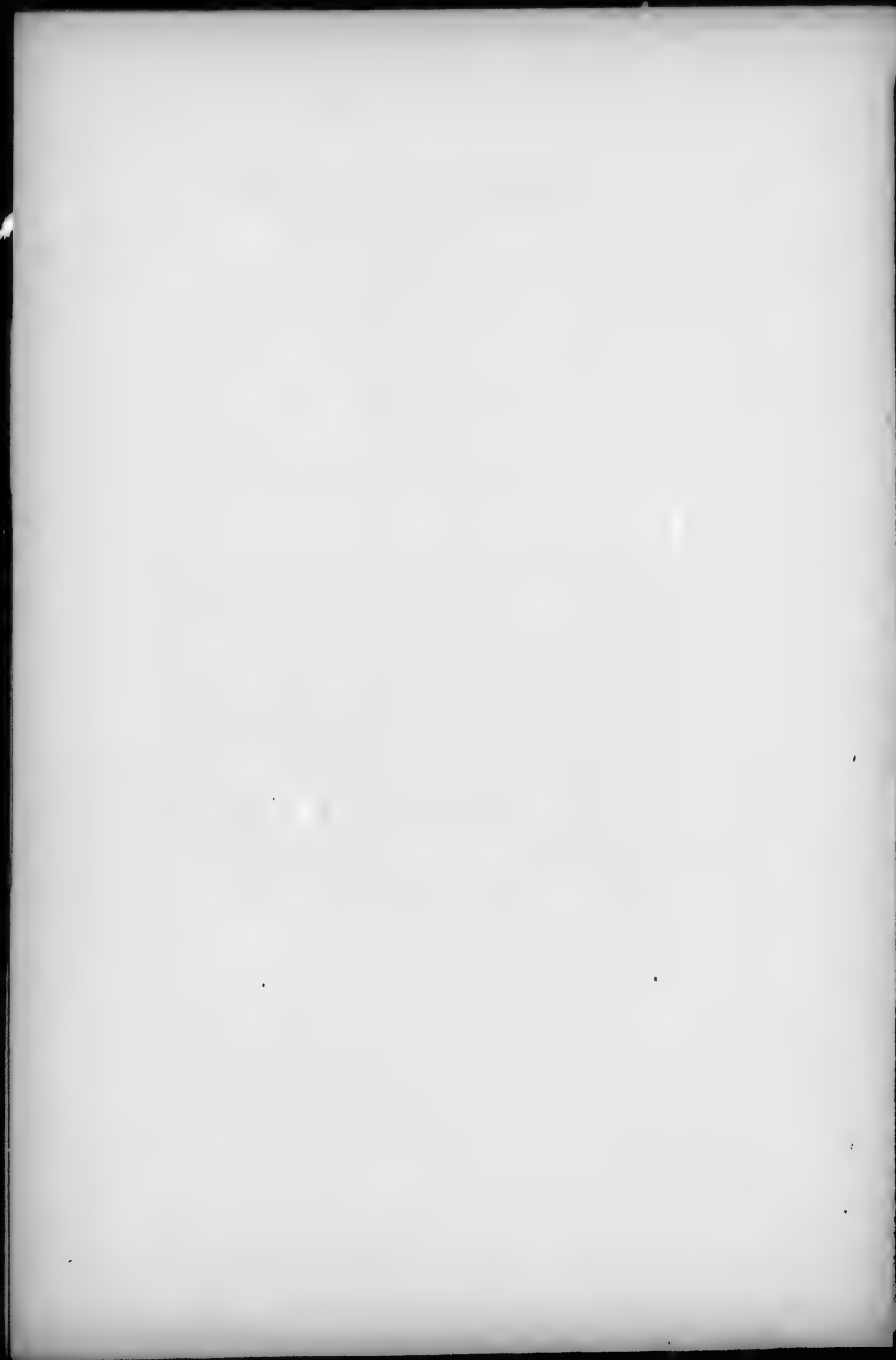
ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

ZOOLOGY.

Examiner : J. J. MACKENZIE, B.A.

1. Write an account of the natural history of the Rhizopoda.
2. Describe fully the structure and the reproduction of the Turbellarians.
3. Give the classification of Hirudinea, mentioning the commoner Canadian forms.
4. Describe fully the anatomy of the Tunicata, pointing out the characters which connect them with the Vertebrata.
5. Describe briefly some of the parasitic forms of Crustacea, showing how their parasitic life has modified their structure.
6. What is meant by protective mimicry? Give examples.



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ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

NATURAL SCIENCES.

VEGETABLE PHYSIOLOGY.

Examiner: J. J. MACKENZIE, B.A.

1. A leaf falls to the surface of the ground containing a certain amount of Nitrogen; trace the change which this Nitrogen undergoes until it is again used to form plastic materials in a green plant.

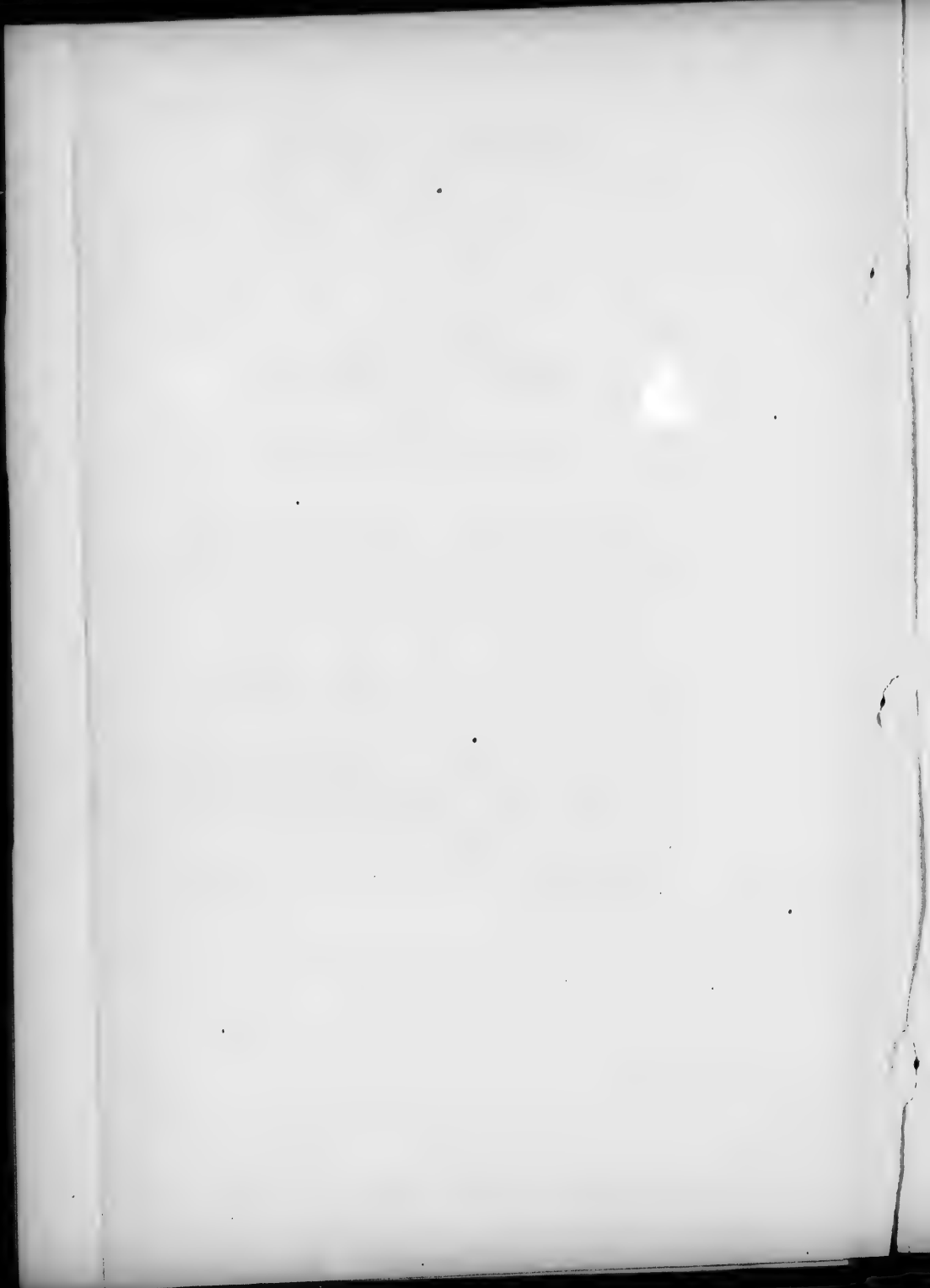
2. Explain fully the significance of Iron in the nutrition of plants.

3. Give an account of the various unorganized ferments in vegetable tissues, and explain the nature of their action.

4. Describe briefly the production of heat by plants. How is this process affected by external conditions?

5. What is meant by turgescence of the cell? How is it brought about? Explain its significance for the physiology of the plant.

6. Give an account of the structure of lenticels, and of their functions.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

ECONOMIC MINERALS OF CANADA.

HONORS.

Examiner: F. G. WAIT, M.A.

1. Ores of Silver:

State their composition, and give their location.

2. Nickel:

Under what conditions does this metal occur in Canada?

Where are the principal deposits?

3. Mineral Waters:

How are the Canadian varieties classified? Give the principal localities in which they occur?

4. Fire Clay:

State its essential composition and qualities, and where it has been found in Canada in workable quantities.

How would you conduct a rapid qualitative examination of a specimen, to ascertain its value?

5. State the composition, location of workable deposits, and uses of:

Stibnite, Mispickel, Serpentine, Marble, Pyrolusite, Hydraulic Limestone, Asbestus, Muscovite, Soapstone, Shell Marl, Agate.

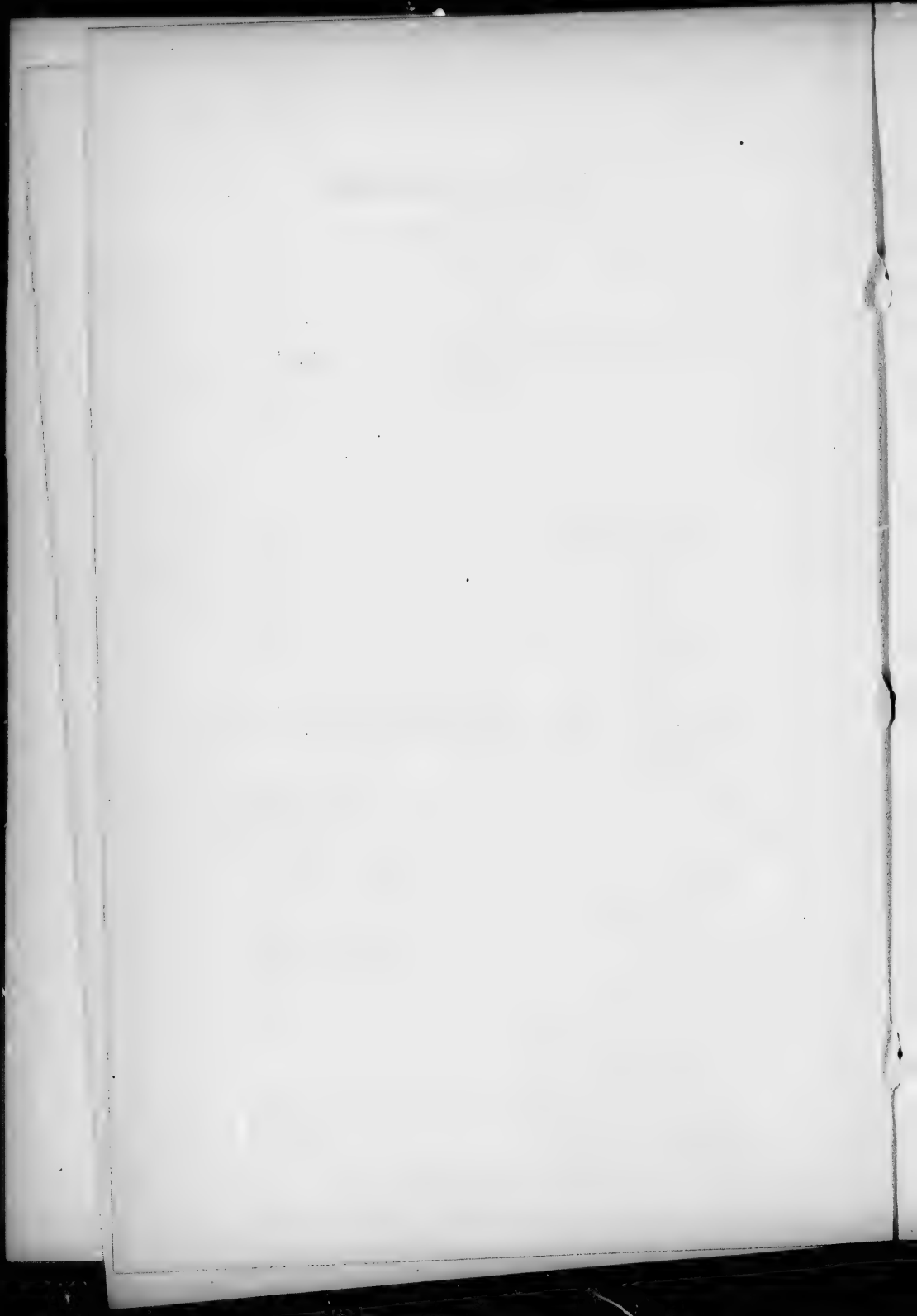
6. Name, with their respective localities, the Canadian minerals used in Jewelry.

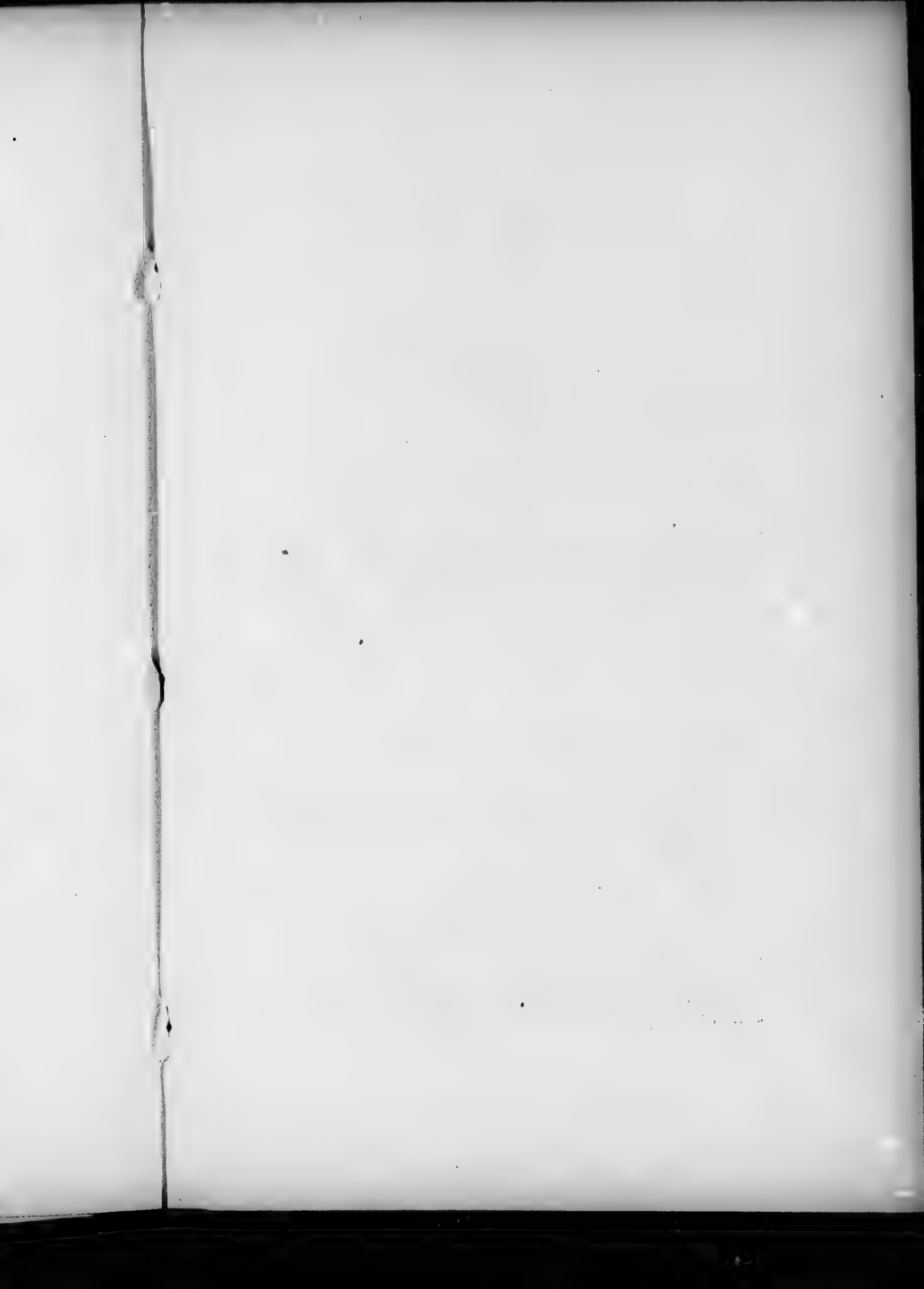
7. Classify the coals found in Canada.

Give their geological position and location.

8. From what geological formations, and where, have sandstones and limestones suitable for building purposes been obtained?

NOTE.—Only the more notable deposits need be given.





University of Toronto.

ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

CRYSTALLOGRAPHY.

HONORS.

Examiner : F. G. WAIT, M.A.

1. Define : plane of symmetry, constant form, twinning plane, re-entering angle, clino-pinacoid, sphenoid.

2. Upon what does the notation of crystals depend ? Indicate, in the symbols of any recognized system of notation, the planes of crystal composed of a combination of a square prism and a square pyramid of the Tetragonal system. (A vertical face fronts the observer.)

3. Sketch in outline the following, and give the name of a mineral occurring in each form :

- (a). Pyramidal cube.
- (b). Rhombohedron.
- (c). Combination of hexagonal prism and pyramid.
- (d). Monoclinic prism.
- (e). Scalenohedron.
- (f). Cube with angles truncated.

4. Hemihedrism and Tetrahedrism.

State what is meant by these terms, and give the laws governing the same.

Into what classes are hemihedral crystals of system I. arranged ? Give an example of each.

5. Describe the holohedral forms of the Monoclinic system.

Give a diagram to show the positions of the various geometrical elements of the crystals of the system, and the forms resulting when any of these elements are modified or replaced.

Name six minerals crystallizing in the system.

6. Pseudomorphs :

What are these, and how do they originate ?

Name two examples.

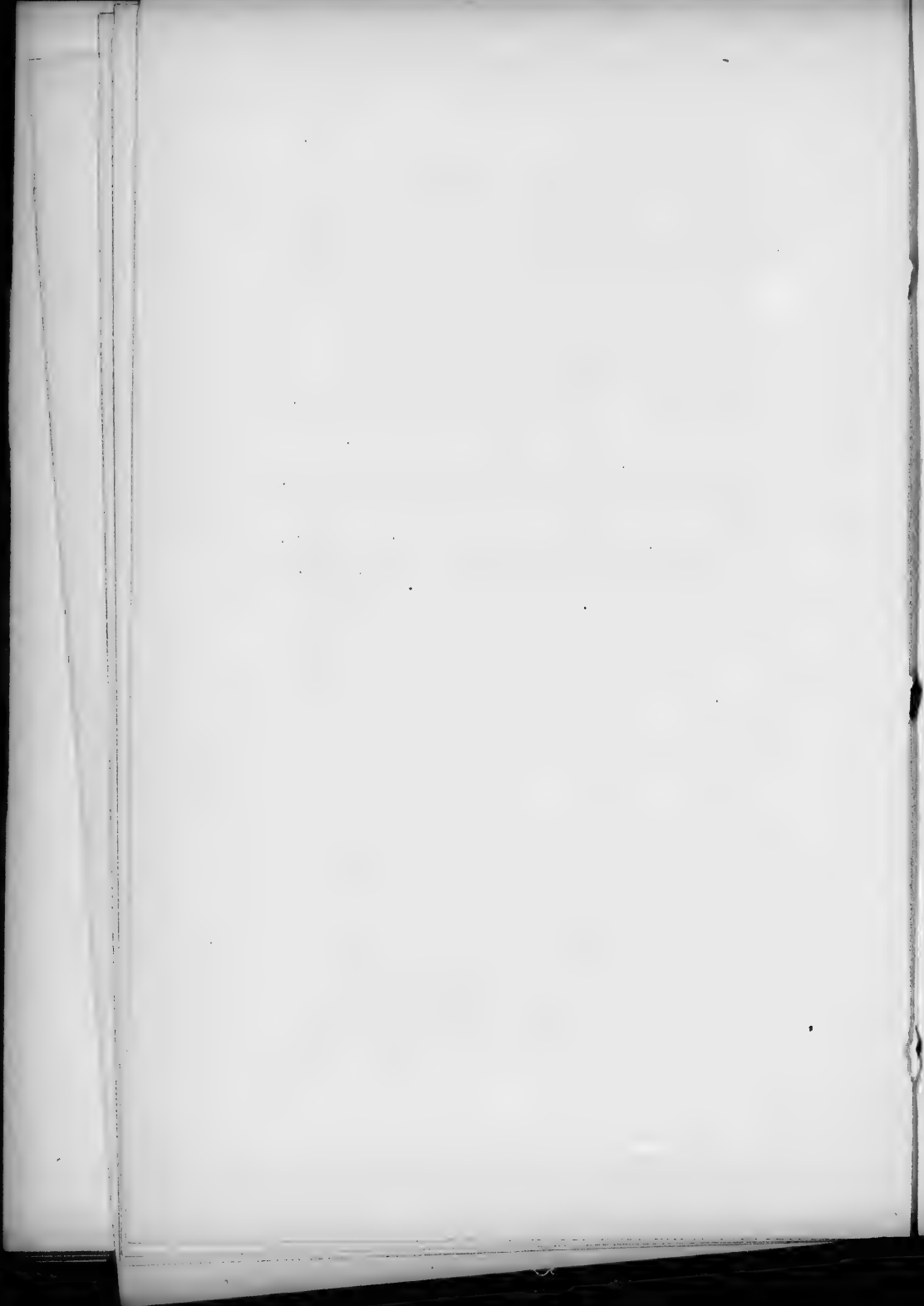
7. What forms are present in the following combinations :

(a) Pyramidal cube with cube angles truncated.

(b) Cube with angles replaced by six triangular planes.

(c) Rhombic dodecahedron with edges truncated.

(d) Rhombic dodecahedron with edges bevelled.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK.

Examiner: WILLIAM DALE, M.A.

. Candidates taking Honor Philosophy (3rd year) take the first half of this paper.

Notice to fourth year pass men:

Candidates are requested to fold up the papers on the two authors separately, and to place them in separate envelopes.

Candidates are cautioned against confining their attention to either one of the two authors: no Candidate will pass who omits the questions on parsing and syntax: in parsing aorists distinguish between first and second.

PLATO, MENO.

1. Translate carefully:

(α) AN. Πολλοῦ γε δέουσι μαίνεσθαι, ὦ Σώκρατες, ἀλλὰ πολὺ μᾶλλον οἱ τούτοις διδόντες ἀργύριον τῶν νέων· τούτων δ' ἔτι μᾶλλον οἱ τούτοις ἐπιτρέποντες, οἱ προσήκοντες· πολὺ δὲ μάλιστα πάντων αἱ πόλεις, ἐῷσαι αὐτοὺς εἰσαφικνεῖσθαι καὶ οὐκ ἐξελαύνουσαι, εἴτε τις ξένος ἐπιχειρεῖ τοιοῦτόν τι ποιεῖν εἴτε ἄστος.

ΣΩ. Πότερον δέ, ὦ Ἄνυτε, ἡδίκηκέ τις σε τῶν σοφιστῶν, ἢ τί οὕτως αὐτοῖς χαλεπὸς εἶ;

AN. Οὐδὲ μὰ Δία ἔγωγε συγγέγονα πώποτε αὐτῶν οὐδενί, οὐδ' ἂν ἄλλον ἐάσαιμι τῶν ἐμῶν οὐδένα.

ΣΩ. Ἄπειρος ἄρ' εἶ παντάπασιν τῶν ἀνδρῶν;

AN. Καὶ εἶην γε.

ΣΩ. Πῶς οὖν ἂν, ὦ δαιμόνιε, εἰδείης περὶ τούτου τοῦ πράγματος, εἴτε τι ἀγαθὸν ἔχει ἐν ἑαυτῷ εἴτε φλαῦρον, οὐ παντάπασιν ἄπειρος εἴης;

AN. Ῥαδίως· τούτους γοῦν οἶδα οἷοί εἰσιν, εἴτ' οὖν ἄπειρος αὐτῶν εἰμι εἴτε μῆ.

ΣΩ. Μάντις εἰ ἴσως, ὦ Ἄνυτε· ἐπεὶ ὅπως γε ἄλλως
οἶσθα τούτων πέρι, ἐξ ὧν αὐτὸς λέγεις θαυμάζοιμ' ἂν.
ἀλλὰ γὰρ οὐ τούτους ἐζητοῦμεν τίνες εἰσὶ, παρ' οὓς ἂν
Μένων ἀφικόμενος μοχθηρὸς γένοιτο· οὗτοι μὲν γάρ,
εἰ σὺ βούλει, ἔστωσαν οἱ σοφισταί· ἄλλὰ δὴ ἐκείνους
εἰπὲ ἡμῖν, καὶ τὸν πατρικὸν τόνδε ἑταῖρον εὐεργέτησον,
φράσας αὐτῷ, πῶς τίνας ἀφικόμενος ἐν τούτῳ
πόλει τὴν ἀρετὴν ἣν νῦν δὴ ἐγὼ διήλθον γένειτ' ἂν
ἄξιος λόγου.

ΑΝ. Τί δὲ αὐτῷ οὐ σὺ ἔφρασας;

ΣΩ. Ἄλλ' οὓς μὲν ἐγὼ ῥῆμιν διδασκάλους τούτων
εἶναι, εἶπον, ἀλλὰ τυγχάνο' οὐδὲν λέγων, ὥς σὺ φῆς·
καὶ ἴσως τί λέγεις. ἀλλὰ σὺ δὴ ἐν τῷ μέρει αὐτῷ
εἰπὲ παρὰ τίνας ἔλθῃ Ἀθηναίων· εἰπὲ ὄνομα ὅτου
βούλει.

ΑΝ. Τί δὲ ἐνὸς ἀνθρώπου ὄνομα δεῖ ἀκοῦσαι; ὅτῳ
γὰρ ἂν ἐντύχῃ Ἀθηναίων τῶν καλῶν κάγαθῶν, οὐδεὶς
ἔστιν ὃς οὐ βέλτῳ αὐτὸν ποιήσει ἢ οἱ σοφισταί, εἴαν
περ ἐθέλῃ πείθεσθαι.

ΣΩ. Πότερον δὲ οὗτοι οἱ καλοὶ κάγαθοι ἀπὸ τοῦ
αὐτομάτου ἐγένοντο τοιοῦτοι, παρ' οὐδενὸς μαθόντες
ὅμως μέντοι ἄλλους διδάσκειν οἱοί τε ὄντες ταῦτα, ἃ
αὐτοὶ οὐκ ἔμαθον.

(b) ΣΩ. Φέρε δὴ, πειρώμεθά σοι εἰπεῖν, τί ἐστι σχῆμα·
σκόπει οὖν εἰ τόδε ἀποδέχει αὐτὸ εἶναι· ἔστω γὰρ
δὴ ἡμῖν τοῦτο σχῆμα, ὃ μόνον τῶν ὄντων τυγχάνει
χρῶματι ἀεὶ ἐπόμενον. ἱκανῶς σοι, ἢ ἄλλως πῶς
ζητεῖς; ἐγὼ γὰρ κἂν οὕτως ἀγαπήνῃ εἰ μοι ἀρετὴν
εἴποις.

ΜΕΝ. Ἀλλὰ τοῦτό γε εὖθες, ὦ Σώκρατες.

ΣΩ. Πῶς λέγεις;

ΜΕΝ. Ὅτι σχῆμά πού ἐστι κατὰ τὸν σὸν λόγον,
ὃ ἀεὶ χροᾷ ἔπεται. εἴεν· εἰ δὲ δὴ τὴν χροᾶν τις μὴ
φαίη εἶδέναι, ἀλλὰ ὡσαύτως ἀποροῖ ὥσπερ τοῦ σχή-
ματος, τί ἂν οἶε σοι ἀποκεκρίσθαι;

ΣΩ. Τάληθ' ἔγωγε· καὶ εἰ μὲν γε τῶν σοφῶν τις
εἴη καὶ ἐριστικῶν τε καὶ ἀγωνιστικῶν ὁ ἐρόμενος,
εἴποιμ' ἂν αὐτῷ ὅτι ἐμοὶ μὲν εἰρηται· εἰ δὲ μὴ ὀρθῶς
λέγω, σὸν ἔργον λαμβάνειν λόγον καὶ ἐλέγχειν. εἰ
δὲ ὥσπερ ἐγὼ τε καὶ σὺ νυνὶ φίλοι ὄντες βούλοιντο
ἀλλήλοις διαλέγεσθαι, δεῖ δὴ πραότερόν πῶς καὶ
διαλεκτικώτερον ἀποκρίνεσθαι. ἔστι δὲ ἴσως τὸ δια-
λεκτικώτερον μὴ μόνον τάληθ' ἀποκρίνεσθαι, ἀλλὰ
καὶ δι' ἐκείνων ὧν ἂν προσυμολογῇ εἶδέναι ὁ ἐρωτώ-
μενος. πειράσομαι δὴ καὶ ἐγὼ σοι οὕτως εἰπεῖν.

λέγε γάρ μοι· τελευταίην καλεῖς τι ; τοιόνδε λέγω οἶον
 πέρας καὶ ἔσχατον· πάντα ταῦτα ταυτὸν τι λέγω·
 ἴσως δ' ἂν ἡμῖν Πρόδικος διαφέροισι· ἀλλὰ συ γέ
 που καλεῖς πεπεράνθαι τι καὶ τετελεσθῆναι· τὸ
 τοιοῦτον βούλομαι λέγειν, οὐδὲν ποικίλον.

2. Parse and explain the syntax of :

(a) ἐπιτρέποντες, ἐῶσαι, εἴην, ἔστωσαν, εὐεργέτησον,
 ἔλθῃ, ὅτου, ὅτῳ, τῶν καλῶν κἀγαθῶν, βελτίω.

(b) πειρώμεθα, ἀποδεχει, ἀγαπήνῃ, εἰεν, ἀποροῖ, προς-
 ομολογή, ταυτὸν.

3. What is the subject of this dialogue, and what
 the conclusion reached ? What is the bearing upon the
 argument of (1) "the images of Daedalus," and (2) the
 electric eel.

EURIPIDES, ION.

Translate carefully :

(a) ὑπερβαλλούσας γὰρ ἔχει
 θνατοῖς εὐδαιμονίας
 ἀκίνητον ἀφορμὴν,
 τέκνων οἷς ἂν καρποτρόφοι
 λάμπωσιν ἐν θαλάμοις
 πατρίοισι νεάνιδες ἦβαι,
 διαδέκτορα πλοῦτον
 ὡς ἔξουντες ἐκ πατέρων
 ἑτέροις ἐπὶ τέκνοισι·
 ἄλκᾳ τε γὰρ ἐν κακοῖς,
 σὺν τ' εὐτυχίαις φίλον,
 δορί τε γὰρ πατρίᾳ φέρει
 σωτήριον ἄλκᾳ.
 ἐμοὶ μὲν πλοῦτου τε πάρος
 βασιλικῶν θαλάμων τ' εἰεν
 τροφαὶ κήδειοι κενῶν τέκνων.
 τὸν ἄπαιδα δ' ἀποστυγῶ
 βίον, ᾧ τε δοκεῖ, ψέγω·
 μετὰ δὲ κτεάνων μετρίῳ βιοτᾷς
 εὐπαιδὸς ἐχόμιαν.

1. Give the syntax of ἔχει, εὐδαιμονίας, τέκνων,
 ἔξουντες, ἄλκᾳ, δορί.

(b) ΠΑ. ὁ παῖς δὲ ποῦ ἔστιν ; ἵνα σὺ μηκέτ' ἦς ἄπαις. 950
 ΚΡ. τέθνηκεν, ὃ γεραιᾷ θηροῖν ἐκτεθείς.
 ΠΑ. τέθνηκε ; Ἀπόλλων δ' ὁ κακὸς οὐδὲν ἤρκεσεν ;
 ΚΡ. οὐκ ἤρκεσ' ; Αἰδοῦ δ' ἐν δόμοις παιδεύεται.

ΠΑ. τίς γάρ νιν ἐξέθηκεν ; οὐ γὰρ δὴ σύ γε.
 ΚΡ. ἡμεῖς, ἐν ὄρφνῃ σπαργανώσαντες πέπλοις. 955
 ΠΑ. οὐδὲ ξυνήδει σοί τις ἐκθεσιν τέκνου ;
 ΚΡ. αἱ ξυμφοραὶ γε καὶ τὸ λανθάνειν μόνον.
 ΠΑ. καὶ πῶς ἐν ἄντρῳ παῖδα σὸν λιπεῖν ἔτλης ;
 ΚΡ. πῶς δ' ; οἴκτρά πόλλα στόματος ἐκβαλοῦς ἔπη.
 ΠΑ. φεῦ
 τλήμων σὺ τόλμης, ὃ δὲ θεὸς μᾶλλον σέθεν. 950
 ΚΡ. εἰ παῖδά γ' εἶδες χεῖρας ἐκτείνοντά μοι.
 ΠΑ. μαστὸν διώκοντ' ἢ πρὸς ἀγκάλαις πεσεῖν ;
 ΚΡ. ἐνταῦθ' ἵν' οὐκ ὦν ἄδικ' ἔπασχεν ἐξ ἐμοῦ.
 ΠΑ. σοὶ δ' ἐς τί δόξης ἦλθεν ἐκβαλεῖν τέκνον ;
 ΚΡ. ὥς τὸν θεὸν σώσοντα τὸν γ' αὐτοῦ γόνον. 965
 ΠΑ. οἴμοι, δόμων σῶν ὄλβος ὥς χειμάζεται,
 ΚΡ. τί κῶτα κρύψας, ὦ γέρον, δακρυρροεῖς ;
 ΠΑ. σὲ καὶ πατέρα σὸν δυστυχοῦντας εἰσορῶν.
 ΚΡ. τὰ θνητὰ τοιαῦτ' οὐδὲν ἐν ταύτῳ μένει.
 ΠΑ. μή νυν ἔτ' οἴκτων, θύγατερ, ἀντεχώμεθα. 970

2. Parse fully: ἐκτεθείς, ἤρκεσεν, ξυνήδει, πεσεῖν, δόξης, σώσοντα, οἴκτων.

3. Scan ll. 968-970, marking the caesura and naming the metre.

4. Where is the scene of this play laid ? Describe the surroundings of the place.

5. The plays of Euripides have been classified as dramas of (a) *plot*, (b) *character*, (c) *situation*. What is the meaning of such a classification, and under what head would the *Ion* fall ?

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: J. C. ROBERTSON, B.A.

1. Translate:

Καίτοι τότε ταῦτα ἀμφότερα, Λίσχινη, οὐθ' ὑπὲρ
εὐεργετῶν ἐποιοῦν οὐτ' ἀκίνδυνα ἐώρων. ἀλλ' οὐ διὰ
ταῦτα προΐεντο τοὺς καταφεύγοντας ἐφ' ἑαυτούς, ἀλλ'
ὑπὲρ εὐδοξίας καὶ τιμῆς ἤθελον τοῖς δεινοῖς αὐτοὺς
διδόναι, ὀρθῶς καὶ καλῶς βουλευόμενοι. πέρας μὲν
γὰρ ἅπασιν ἀνθρώποις ἐστὶ τοῦ βίου θάνατος, κἂν
ἐν οἰκίσκῳ τις αὐτὸν καθεύδῃσιν τηρῇ· δεῖ δὲ τοὺς
ἀγαθοὺς ἄνδρας ἐγχειρεῖν μὲν ἅπασιν ἀεὶ τοῖς καλοῖς,
τὴν ἀγαθὴν προβαλλομένους ἐλπίδα, φέρειν δ' ὅ τι
ἂν ὁ θεὸς διδῷ γενναίως. ταῦτ' ἐποιοῦν οἱ ὑμέτεροι
πρόγονοι, ταῦθ' ὑμεῖς οἱ πρεσβύτεροι, οἱ Λακεδαιμο-
νίους οὐ φίλους ὄντας οὐδ' εὐεργέτας, ἀλλὰ πολλὰ
τὴν πόλιν ἡμῶν ἡδίκηκότας καὶ μεγάλα, ἐπειδὴ
Θηβαῖοι κρατήσαντες ἐν Λεύκτροις ἀνελείν ἐπεχει-
ροῦν, διεκωλύσατε, οὐ φοβηθέντες τὴν τότε Θηβαίους
ῥώμην καὶ δόξαν ὑπάρχουσαν, οὐδ' ὑπὲρ ὅλα πεποιη-
κότων ἀνθρώπων κινδυνεύσετε διαλογισάμενοι.

DEMOSTHENES, *De Corona*.

2. Explain the connection of the above passage
with Demosthenes' line of argument, and the reference
in ταῦτα ἀμφότερα.

3. Explain what is secured by the position which
the following words occupy: ἐώρων, προΐεντο, θάνατος,
ἐν οἰκίσκῳ, ἐγχειρεῖν, καλοῖς, προβαλλομένους, ὑμεῖς,
Λακεδαιμονίους, ὄντας, καὶ μεγάλα, Θηβαίους, διαλογισά-
μενοι.

4. Translate:

Ἐπειδὴ τοίνυν ἡ μὲν εὐσεβὴς καὶ δικαία ψῆφος ἅπασι δίδεικται, δεῖ δέ με, ὥς ἔοικε, καί περ οὐ φιλοδοξοῖν οὐδὲν, διὰ τὰς ὑπὸ τούτου βλασφημίας εἰρημέναις ἀντὶ πολλῶν καὶ ψευδῶν αὐτὰ τὰναγκαιότατ' εἰπεῖν περὶ αὐτοῦ, καὶ δεῖξαι τίς ὢν καὶ τίνων ῥαδίως οὕτως ἄρχει τοῦ κακῶς λέγειν, καὶ λόγους τίνας διασύρει, αὐτὸς εἰρηκῶς ἂν τίς οὐκ ἂν ὠκνήσει τῶν μετρίων ἀνθρώπων φθέγξασθαι;—εἰ γὰρ Αἰακὸς ἢ Ῥαδάμανθυς ἢ Μίνως ἦν ὁ κατηγορῶν, ἀλλὰ μὴ σπερμολόγος, περίτριμμα ἀγορᾶς, ὀλεθρὸς γραμματεὺς, οὐκ ἂν αὐτὸν οἶμαι ταῦτ' εἰπεῖν οὐδ' ἂν οὕτως ἐπαχθεὶς λόγους πορίσασθαι, ὥσπερ ἐν τραγῳδίᾳ βοῶντα ὦ γῆ καὶ ἥλιε καὶ ἀρετὴ καὶ τὰ τοιαῦτα, καὶ πάλιν σύνεσιν καὶ παιδείαν ἐπικαλούμενον, ἥ τὰ καλὰ καὶ τὰ αἰσχρὰ διαγιγνώσκεται· ταῦτα γὰρ δῆπουθεν ἠκούετ' αὐτοῦ λέγοντος· σοὶ δὲ ἀρετῆς, ὦ κύθαρμα, ἢ τοῖς σοῖς τίς μετουσία; ἢ καλῶν ἢ μὴ τοιούτων τίς διώγνωσις; πόθεν ἢ πῶς ἀξιοθῆντι; ποῦ δὲ παιδείας σοὶ θέμις μνησθῆναι, ἥς τῶν μὲν ὥς ἀληθῶς τετυχηκότων οὐδ' ἂν εἰς εἶποι περὶ αὐτοῦ τοιούτου οὐδέν, ἀλλὰ καὶν ἑτέρου λέγοντος ἐρυθριάσειεν, τοῖς δ' ἀπολειφθεῖσι μὲν ὥσπερ σύ, προσποιουμένοις δ' ὑπ' ἀναισθησίας τὸ τοῖς ἀκούοντας ἀλγεῖν ποιεῖν, ὅταν λέγωσιν, οὐ τὸ δοκεῖν τοιούτοις εἶναι περίεστιν.

Ibid.

5. Explain clearly the allusions to Æschines' history, speech, or style of oratory, contained in this passage.

6. State more explicitly the criticism implied in ὥσπερ ἐν τραγῳδίᾳ βοῶντα.

7. (a) Translate:

Ἐκ γὰρ αὐτοῦ τοῦ σοφοῦ τούτου παραδείγματος ὠμολόγηκε νῦν γ' ἡμᾶς ὑπάρχειν ἐγνωσμένους ἐμέ μὲν λέγειν ὑπὲρ τῆς πατρίδος, αὐτὸν δ' ὑπὲρ Φιλίππου· οὐ γὰρ ἂν μεταπείθειν ἡμᾶς ἐξήτει μὴ τοιαύτης οὐσίας τῆς ὑπαρχούσης ὑπολήψεως περὶ ἑκατέρου.

Ibid.

(b) τοῦ σοφοῦ τούτου παραδείγματος. Explain.

λέγειν. On what occasion?

οὐ γὰρ ἂν μεταπείθειν, κ.τ.λ. Is Demosthenes' inference legitimate or sophistic? Why?

8. Translate :

Τί γάρ τοι τῶν ἀπροσδοκήτων ἐφ' ἡμῶν οὐ γέγονεν ; οὐ γὰρ βίον γε ἡμεῖς ἀνθρώπινον βεβιώκαμεν, ἀλλ' εἰς παραδοξολογίαν τοῖς μεθ' ἡμᾶς ἐφυμεν. οὐχ ὁ μὲν τῶν Περσῶν βασιλεὺς, ὁ τῶν Ἀθῶν διορύξας, ὁ τῶν Ἑλλήσποντον ζεύξας, ὁ γῆν καὶ ὕδωρ τοὺς Ἑλληνας αἰτῶν, ὁ τολμῶν ἐν ταῖς ἐπιστολαῖς γράφειν ὅτι δεσπότης ἐστὶν ἀπάντων ἀνθρώπων ἀφ' ἡλίου ἀνιόντος μέχρι δυομένου, νῦν οὐ περὶ τοῦ κύριος ἐτέρων εἶναι ἀγωνίζεται ἀλλ' ἤδη περὶ τῆς τοῦ σώματος σωτηρίας ; καὶ τοὺς αὐτοὺς ὁρῶμεν τῆς τε δόξης ταύτης καὶ τῆς ἐπὶ τὴν Πέρσην ἡγεμονίας ἡξιωμένους, οἳ καὶ τὸ ἱερὸν ἠλευθέρωσαν ; Θῆβαι δέ, Θῆβαι, πόλις ἀστυγείτωι, μεθ' ἡμέραν μίαν ἐκ μέσης τῆς Ἑλλάδος ἀνῆρπασται, εἰ καὶ δικαίως, περὶ τῶν ὕλων οὐκ ὀρθῶς βουλευσάμενοι, ἀλλὰ τήν γε θεοβλάθειαν καὶ τὴν ἀφροσύνην οὐκ ἀνθρωπίνως ἀλλὰ δαιμονίως κτησάμενοι. Λακεδαιμόνιοι δ' οἱ ταλαίπωροι, προσαψάμενοι μόνον τούτων τῶν πραγμάτων ἐξ ἀρχῆς, οἱ τῶν Ἑλλήνων ποτὲ ἀξιοῦντες ἡγεμόνες εἶναι, νῦν ὀμνηρεύοντες καὶ τῆς συμφορᾶς ἐπίδειξιν ποιησόμενοι μέλλουσιν ὥς Ἀλέξανδρον ἀναπέμπεσθαι, τοῦτο πεισόμενοι καὶ αὐτοὶ καὶ ἡ πατρίς ὃ τι ἂν ἐκείνῳ δόξη, καὶ ἐν τῇ τοῦ κρατοῦντος καὶ προηδικημένου μετρίότητι κριθησόμενοι.

ÆSCHINES, *In Ctesiphontem*.

9. Explain the historical allusions in the above passage.

10. (a) Translate :

Ὃς τοσούτου καταγελᾷ τῆς πρὸς ὑμᾶς φιλοτιμίας, ὥστε τὴν μιὰν κεφαλὴν ταύτην καὶ ὑπεύθυνον. ἦν οὗτος παρὰ πάντας τοὺς νόμους γέγραφε στεφανῶσαι, μυριάκις κατατέμνηκε καὶ τούτων μισθοὺς εἴληφε τραύματος ἐκ προνοίας γραφὰς γραφόμενος, καὶ κατακεκονδύλισται, ὥστε αὐτὸν οἶμαι τὰ τῶν κονδύλων ἔχειν.....ἔχειν ἔτι φανερά· ὁ γὰρ ἀνθρώπος οὐ κεφαλὴν ἀλλὰ πρόσδοον κέκτηται.

Ibid.

(b) Explain the allusions in these lines.

ὑπεύθυνον. Write a short note on the meaning and appropriateness of this epithet.

11. (a) Translate :

Εάν δ' ὑπερπηδήσας τὴν δικαίαν ἀπολογίαν παρα-
καλῇ Δημοσθένην, μάλιστα μὲν μὴ προσδέχεσθε,
μηδ' ἐν ἀρετῇ τοῦθ' ὑμῶν μηδεὶς καταλογιζέσθω, ὃς
ἂν ἐπανερομένου Κτησιφῶντος εἰ καλέσῃ Δημοσθένην
πρῶτος ἀναβοήσῃ "κάλει, κάλει." ἐπὶ σαυτὸν καλεῖς,
ἐπὶ τοὺς νόμους καλεῖς, ἐπὶ τὴν δημοκρατίαν καλεῖς.
ἂν δ' ἄρα ὑμῖν δόξῃ ἀκουεῖν, ἀξιώσατε τὸν Δημοσ-
θένην τὸν αὐτὸν τρόπον ἀπολογεῖσθαι ὃν περ καὶ γὰρ
κατηγόρηκα.

Ibid.

(b) τὸν αὐτὸν τρόπον. State what this was, and
Æschines' motive in making the request. What order
did Demosthenes follow, and on what pretext?

12. What reasons can be assigned for the postpone-
ment and for the re-opening of the case? By which
side was the case probably re-opened?

13. What characteristics of Æschines' oratory, whe-
ther excellences or defects, and what mannerisms do
you find in the extracts given for translation?

14. Explain the meaning of the terms: θεσμοθέται,
νομοθέται, Κρωβύλος, προεδρία, ὁ Διονυσιακὸς νόμος,
ὁ τριηραρχικὸς νόμος, παράσημος ῥήτωρ, ἐλλεβορίζειν,
ἡσυχία ὑπουργός, προβούλευμα.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: WILLIAM DALE, M.A.

PLATO.

Translate:

Οὐκοῦν καὶ ἄλλοθι, ἔφην, πολλαχοῦ αἰσθανόμεθα, ὅταν βιάζωνται τινα παρὰ τὸν λογισμὸν ἐπιθυμῖαι, λοιδοροῦντά τε αὐτὸν καὶ θυμούμενον τῷ βιαζομένῳ ἐν αὐτῷ καὶ ὥσπερ δυοῖν στασιαζύντοιν ξύμμαχον τῷ λόγῳ γιγνόμενον τὸν θυμὸν τοῦ τοιούτου; ταῖς δ' ἐπιθυμίαις αὐτὸν κοινωνήσαντα, αἰροῦντος λόγου μὴ δεῖν, ἀντιπράττειν, οἶμαι σε οὐκ ἂν φάναι γενομένου ποτὲ ἐν σαρτῷ τοῦ τοιούτου αἰσθῆσθαι, οἶμαι δ' οὐδ' ἐν ἄλλῳ. Οὐ μὰ τὸν Δία, ἔφη. Τί δέ; ἦν δ' ὅταν τις οἴηται ἀδικεῖν, οὐχ ὅσῳ ἂν γενναιότερος ᾖ, τοσούτῳ ἤττον δύναται ὀργίζεσθαι καὶ πεινῶν καὶ ῥιγῶν καὶ ἄλλο ὅτιοῦν τῶν τοιούτων πάσχων ὑπ' ἐκείνου, ὃν ἂν οἴηται δικαίως ταῦτα δρᾶν, καὶ, ὃ λέγω, οὐκ ἐθέλει πρὸς τοῦτον αὐτοῦ ἐγείρεσθαι ὁ θυμὸς;

Republic, IV.

1. ταῖς δ' ἐπιθυμίαις...ἀντιπράττειν. What different interpretations?

2. ὃ λέγω. What is the meaning?

3. Explain briefly the connection of the passage with the general argument.

Translate:

Οὐκοῦν, εἶπον, ὦ Γλαῦκων, οὗτος ἤδη αὐτός ἐστιν ὁ νόμος, ὃν τὸ διαλέγεσθαι περαίνει; ὃν καὶ ὄντα νοητὸν μιμοίτ' ἂν ἡ τῆς ὄψεως δύναμις, ἣν ἐλέγομεν πρὸς αὐτὰ ἤδη τὰ ζῶα ἐπιχειρεῖν ἀποβλέπων καὶ πρὸς αὐτὰ ἄστρα τε καὶ τελευταῖον δὴ πρὸς αὐτὸν τὸν ἥλιον. οὕτω καὶ ὅταν τις τῷ διαλέγεσθαι ἐπιχειρῇ, ἄνευ πασῶν τῶν αἰσθήσεων διὰ τοῦ λόγου ἐπ' αὐτὸ δ' ἔστιν ἕκαστον ὁρμᾶ, κὰν μὴ ἀποστή, πρὶν ἂν αὐτὸ δ' ἔστιν ἀγαθὸν αὐτῇ νοήσῃ λάβῃ, ἐπ' αὐτῷ γίνεταί τῷ τοῦ νοητοῦ τέλει ὥσπερ ἐκεῖνος τότε ἐπὶ τῷ τοῦ ὁρατοῦ. Παντάπασι μὲν οὖν, ἔφη. Τί οὖν; οὐ διαλεκτικὴν ταύτην τὴν πορεῖαν καλεῖς; Τί μήν; Ἡ δέ γε, ἦν δ' ἐγώ, λύσις τε ἀπὸ τῶν δεσμῶν καὶ μεταστροφή ἀπὸ τῶν σκιῶν ἐπὶ τὰ εἰδῶλα καὶ τὸ φῶς καὶ ἐκ τοῦ καταγείου εἰς τὸν ἥλιον ἐπάνοδος, καὶ ἐκεῖ πρὸς μὲν τὰ ζῶα τε καὶ φυτὰ καὶ τὸ τοῦ ἡλίου φῶς ἔτ' ἀδυναμία βλέπειν, πρὸς δὲ τὰ ἐν ὕδασι φαντάσματα θεία καὶ σκιὰς τῶν ὄντων, ἀλλ' οὐκ εἰδῶλων σκιὰς δι' ἐτέρου τοιοῦτου φωτὸς ὥς πρὸς ἥλιον κρίνειν ἀποσκιαζόμενας, πᾶσα αὕτη ἡ πραγματεία τῶν τεχνῶν, ἃς διήλθομεν, ταύτην ἔχει τὴν δύναμιν καὶ ἐπαναγωγὴν τοῦ βελτίστου ἐν ψυχῇ πρὸς τὴν τοῦ ἀρίστου ἐν τοῖς οὐσι θέαν, ὥσπερ τότε τοῦ σαφεστάτου ἐν σώματι πρὸς τὴν τοῦ φανοτάτου ἐν τῷ σωματοειδεῖ τε καὶ ὁρατῷ τόπῳ.

Ibid., VII.

1. ὃν...περαίνει. Explain.
2. πᾶσα αὕτη κ.τ.λ. What is the meaning?
3. What is Plato's illustration to distinguish between the ὁρατὸν and the νοητόν, and what is the object of the distinction?

Translate:

Ἡ δὲ συγγνώμη καὶ οὐδ' ὁπωστίουν σμικρολογία αὐτῆς, ἀλλὰ καταφρόνησις ὧν ἡμεῖς ἐλέγομεν σεμνύοντες, ὅτε τὴν πόλιν φιλοῖσμεν, ὥς εἰ μὴ τις ὑπερβεβλημένην φύσιν ἔχοι, οὔ ποτ' ἂν γένοιτο ἀνὴρ ἀγαθός, εἰ μὴ παῖς ὧν εὐθὺς παῖζοι ἐν καλοῖς καὶ ἐπιτηδεύοι τὰ τοιαῦτα πάντα ὥς μεγαλοπρεπῶς καταπατήσας ἅπαντα ταῦτα οὐδὲν φροντίζει, ἐξ ὁποῖων ἂν τις ἐπιτηδευμάτων ἐπὶ τὰ πολιτικά ἴων πράττῃ, ἀλλὰ τιμᾷ, εἰ μὴ φῇ μόνον εὐνοὺς εἶναι τῷ πλήθει. Πάννυ γ' ἔφη, γενναία. Ταῦτά τε δὴ, ἔφην, ἔχοι ἂν καὶ τοῦτων ἄλλα ἀδελφὰ δημοκρατία, καὶ εἴη, ὥς ἔοικεν, ἡδεῖα πολιτεία καὶ ἄναρχος καὶ ποικίλη, ἰσότητά τινα ὁμοίως ἴσοις τε καὶ ἀνίσοις διανεμούσα. Καὶ μάλ', ἔφη, γνώριμα λέγεις.

Ibid., VIII.

1. Illustrate from history either to prove or disprove the remarks of Plato in this passage as to the spirit of democracy.

Translate :

Ἐνθα δὴ, ὡς ἔοικεν, ὦ φίλε Γλαῦκον, ὁ πᾶς κίνδυνος ἀνθρώπων, καὶ διὰ ταῦτα μάλιστα ἐπιμελητέον, ὅπως ἕκαστος ἡμῶν τῶν ἄλλων μαθημάτων ἀμελήσας τούτου τοῦ μαθήματος καὶ ζητητῆς καὶ μαθητῆς ἔσται, ἐάν ποθεν οἷός τ' ἦ μαθεῖν καὶ ἐξευρεῖν, τίς αὐτὸν ποιήσει δυνατόν καὶ ἐπιστήμονα, βίον καὶ χρηστὸν καὶ πονηρὸν διαγιγνώσκοντα, τὸν βελτίω ἐκ τῶν δυνατῶν αἰεὶ πανταχοῦ αἰρεῖσθαι, καὶ ἀναλογιζόμενον πάντα τὰ νῦν δὴ ῥηθέντα, ξυντιθέμενα ἀλλήλοις καὶ διαιρούμενα πρὸς ἀρετὴν βίου πῶς ἔχει, εἰδέναι, τί κάλλος πενία ἢ πλοῦτος κραθὲν καὶ μετὰ ποίας τινὸς ψυχῆς ἔξωθεν κακὸν ἢ ἀγαθὸν ἐργάζεται, καὶ τί εὐγένεια καὶ δυσγένεια καὶ ἰδιωτεῖα καὶ ἀρχαὶ καὶ ἰσχυρές καὶ ἀσθενεῖαι καὶ εὐμάθεια καὶ δυσμάθεια καὶ πάντα τὰ τοιαῦτα τῶν φύσει περὶ ψυχῆν ὄντων καὶ τῶν ἐπικτήτων τί ξυγκεραυνύμενα πρὸς ἄλληλα ἐργάζεται, ὥστε ἐξ ἀπάντων αὐτῶν δυνατόν εἶναι συλλογισάμενον αἰρεῖσθαι, πρὸς τὴν τῆς ψυχῆς φύσιν ἀποβλέποντα, τὸν τε χεῖρῳ καὶ τὸν ἀμείνω βίον, χεῖρῳ μὲν καλοῦντα ὃς αὐτὴν ἐκείσε ἄξει, εἰς τὸ ἀδικωτέραν γίγνεσθαι, ἀμείνω δὲ ὅστις εἰς τὸ δικαιωτέραν, τὰ δὲ ἄλλα πάντα χαίρειν ἑάσει· ἐώρακα μὲν γάρ, ὅτι ζῶντί τε καὶ τελευτήσαντι αὕτη κρατίστη αἵρεσις. ἄδαμαντίνω; δὴ δέ; ταύτην τὴν δόξαν ἔχοντα εἰς Ἀιδου ἰέναι, ὅπως ἂν ἡ καὶ ἐκεῖ ἀνέκπληκτος ὑπὸ πλούτων τε καὶ τῶν τοιούτων κακῶν, καὶ μὴ ἐμπροσθεν εἰς τυραννίδας καὶ ἄλλας τοιαύτας πράξεις πολλὰ μὲν ἐργάσῃται καὶ ἀνήκεστα κακά, ἔτι δὲ αὐτὸς μείζω πάθῃ, ἀλλὰ γινώσκοντες τὸν μέσον αἰεὶ τῶν τοιούτων βίον αἰρεῖσθαι καὶ φεύγειν τὰ ὑπερβάλλοντα ἐκατέρωσε καὶ ἐν τῷδε τῷ βίῳ κατὰ τὸ δυνατόν καὶ ἐν παντὶ τῷ ἔπειτα· οὕτω γὰρ εὐδαιμονέστατος γίγνεται ἄνθρωπος.

Ibid., X.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: J. C. ROBERTSON, B.A.

1. Translate:

- (a) "Ὡς ἔφαθ', Ἐκτωρ δ' οὐ τι κασιγνήτῳ ἀπῆθσεν.
Αὐτίκα δ' ἔξ ὀχέων σὺν τεύχεσιν ἄλτο χαμᾶζε,
Πάλλων δ' ὄξέα δούρα κατὰ στρατὸν ὦχετο πάντη,
Ὅτρυνων μαχέσασθαι, ἔγειρε δὲ φύλοπιν αἰνὴν.
Οἱ δ' ἐλελίχθησαν καὶ ἐναντίοι ἔσταν Ἀχαιῶν
Ἀργεῖοι δ' ὑπεχώρησαν, λήξαν δὲ φόβοιο,
Φάν δέ τιν' ἀθανάτων ἐξ οὐρανοῦ ἀστερόεντος
Τρωσὶν ἀλεξήσουντα κατελθέμεν' ὥς ἐλέλιχθεν.

HOMER, *Iliad* VI.

- (b) "Αἱ γὰρ ἀπ' οὐατος εἴη ἐμεῦ ἔπος· ἀλλὰ μάλ' αἰνῶς
Δεῖδω μὴ δὴ μοι θρασὺν Ἐκτορα διὸς Ἀχιλλεύς,
Μοῦνον ἀποτμήξας πόλιος, πεδίουδε δίηται,
Καὶ δὴ μιν καταπαύσῃ ἀγνηορίης ἀλεγεινῆς,
"Ἢ μιν ἔχεσκ', ἐπεὶ οὐ ποτ' ἐνὶ πληθυῖ μένεν ἀνδρῶν,
'Αλλὰ πολὺν προθέεσκε, τὸ δὲ μένος οὐδενὶ εἰκων."
Ὡς φαμένη μεγάρῳ διέσσυτο μαινάδι ἴση,
Παλλομένη κραδίην· ἅμα δ' ἀμφίπολοι κίον αὐτῇ.
Αὐτὰρ ἐπεὶ πύργον τε καὶ ἀνδρῶν ἴξεν ὄμιλον,
"Ἔσθῃ παντήμας· ἐπὶ τείχεϊ, τὸν δ' ἐνόησεν
Ἐλκόμενον πρόσθεν πόλιος· ταχέες δὲ μιν ἵπποι
Ἐλκον ἀκηδέστως κοίλας ἐπὶ νῆας Ἀχαιῶν.

Ibid., XXII.

- (c) Κριε πέπον, τί μοι ὦδε διὰ σπέος ἔσσυο μήλων
 "Τσάτος ; οὐ τι πάρος γε λελειμμένος ἔρχεαι οἶδν,
 'Αλλὰ πολὺ πρῶτος νέμει τέρειν' ἄνθεα ποίης
 Μακρὰ βιβὰς, πρῶτος δὲ ῥοὰς ποταμῶν ἀφικάνεις,
 Πρῶτος δὲ σταθμόνδε λιλαίει ἀπονέεσθαι
 'Εσπέριος· νῦν αὖτε πανύστατος· ἢ σὺ γ' ἀνακτος
 'Οφθαλμὸν ποθέεις, τὸν ἀνὴρ κακὸς ἐξαλάωσεν
 Σὺν λυγροῖς ἐτάροισι, δαμασσάμενος φρένας οἶνω,
 Οὔτις, δν οὐ πῶ φημι πεφυγμένον εἶναι δλεθρον.
 Εἰ δὴ ὁμοφρονέοις ποτιφωνήεις τε γένοιο
 Εὐπείν ὅππῃ κείνος ἐμὸν μένος ἤλασκάζει.

HOMER, *Odyssey* IX.

- (d) With explanatory notes where necessary :

"Νῦν μὲν δὴ μάλα πάγχυ κακὸς κακὸν ἡγήλάζει,
 'Ὡς αἰεὶ τὸν ὁμοῖον ἄγει θεὸς ὡς τὸν ὁμοῖον.
 Πῇ δὴ τόνδε μολοβρόν ἄγεις, ἀιέγαρτε συβῶτα,
 Πτωχὸν ἀνιηρόν, δαιτῶν ἀπολυμαντήρα ;
 "Ὅς πολλῆς φλῆσι παρὰστὰς φλίσσεται ὤμων,
 Αἰτίζων ἀκόλους, οὐκ ἄορας οὐδὲ λέβητας.
 Τὸν γ' εἰ μοι δοίης σταθμῶν ῥυτῆρα γενέσθαι,
 Σηκοκόρον τ' ἔμεναι θαλλόν τ' ἐρίφοισι φορῆναι,
 Καί κεν ὄρον πίνων μεγάλῃν ἐπγουνίδα θεῖτο."

Ibid., XVII.

2. (a) Write a note on ἀστερόεντος.

(b) Explain the tense used in καταπάνση, ἔχεςκ', παπτήνας', ἔλκον. Distinguish ὄμιλον and πλεθυί. Explain force of δὴ (l. 4), and τὸν (l. 10). Is anything gained by the addition of ταχέες... Ἀχαιῶν ?

(c) Write a note on the rhetorical arrangement of the extract. Explain the force of γε (l. 6). Write a note on the use of κακός and ἀγαθός in Homer.

(d) Write a note on the use of ὡς and τὸν in ὡς τὸν ὁμοῖον (l. 2). Explain the force of τε...τε (l. 8). What is noteworthy in the form of l. 5 ?

3. The Homeric simile.

4. Answer any two of the following questions :

(a) No other single book of Homer is perhaps more comprehensively typical than the twenty-second book of the *Iliad*, in character-drawing, use of the divine element, use of simile, and in variety of action. Explain and illustrate.

(b) "Enlargement of the primary Iliad." Explain fully.

(c) "Homer's manner is eminently noble," M. Arnold. "Homer lacks dignity," Chautauqua textbook. Examine these statements.

(d) What is un-Homeric in the following translations?

"Behold Ulysses, no ignoble name,
Earth sounds my wisdom and high heaven my fame."

Od. IX.

"Poor dame! she little knew
How much her cares lacked of his case."

Il. XXII.

"Where constant vows by travellers are paid,
And holy horrors solemnize the shade."

Od. XVII.

"Great Hector of the motley helm thus spake to her responsive"

"The solid heap of night
Shall interpose and stop mine ears against
Thy plaints and plight."

Il. VI.

"Thy barbarous breach of hospitable bands
The god, the god revenges by my hands."

Od. IX.

"So pass mankind, one generation meets
Its destined period, and a new succeeds."

Il. VI.

5. Translate :

ΓΟΡ. ὦ τὰς ἀλεμάτω ψυχᾶς· μόλις ὑμῖν ἐσώθην,
Πραξινοῖα, πολλῶ μὲν ὄχλῳ, πολλῶν δὲ τεθροίπων,
παντᾷ κρηπίδες, παντᾷ χλαμυδηφόροι ἄνδρες·
ἃ δ' ὁδὸς ἄτρυτος· τὸ δ' ἑκαστέρῳ ἅμῃν ἀποικεῖς.
ΠΡΑΞ. ταῦθ' ὁ πάραρος τῆνος· ἐπ' ἔσχατα γὰρ ἔλαβ'
ἐνθῶν

ἱλεόν, οὐκ οἴκησιν, ὅπως μὴ γείτονες ὤμες
ἀλλάλαις, ποτ' ἔριν, φθονερὸν κακόν, αἰὲν ὁμοῖος.

ΓΟΡ. μὴ λέγε τὸν τεὸν ἄνδρα, φίλα. Δίνωνα τοιαῦτα
τῷ μικρῷ παρεόντος· ὄρη γύναι, ὥς ποθορῇ τυ.
θάρσει Ζωπυρίων, γλυκερὸν τέκος· οὐ λέγει ἀπφῶν.

ΠΡΑΞ. αἰσθάνεται τὸ βρέφος, ναὶ τὰν πότνιαν. ΓΟΡ.
καλὸς ἀπφῶν.

ΠΡΑΞ. ἀπφῶς μὰν τῆνος τὰ πρόαν—λέγομες δὲ πρόαν ηνθ

παντα—νίτρον καὶ φύκος ὑπὸ σκανᾶς ἀγοράσδων
 ἦνθε φέρων ἄλας ἄμμιν, ἀνὴρ τρισκαιδεκάπηγος.
 ΓΟΡ. χῶμος ταῦτ' ἔχει, φθόρος ἀργυρίῳ, Διοκλείδης.

THEOCRITUS, XV.

(a) ἐκκναισεῦνται πλατειάσδοισαι ἅπαντα. Translate, and illustrate from the above extract.

(b) Explain l. 3, αἰὲν ὁμοῖος (l. 7), τὰν πότιναι (l. 11), and the syntax of ὄχλω (l. 2).

(c) What indication do you find in the extract that the women are conscious of their dialect?

(d) In what spirit are καλὸς ἀπφῦς (l. 11), and ἀπφῦς (l. 12), uttered?

(e) What is your opinion of the reality of the two womens' irritation?

6. (a) Translate the following extracts:

(b) Assign each to its appropriate character, giving both the English and the Greek name:

τῶν Ὀμήρου ἐπῶν τοῦτο ἐν μόνον κατέχειν, ὅτι οὐκ ἀγαθὸν πολυκοιρανίῃ εἰς κοίρανος ἔστω.

χειροτονούμενος ἐξόμνυσθαι τὰς ἀρχὰς, οὐ φάσκων σχολάζειν.

δεινὸς δὲ καὶ τοῖς θεοῖς μὴ ἐπεύχεσθαι.

δεινὸς δὲ καὶ πανδοκεῦσαι καὶ τελωνῆσαι καὶ μηδεμίαν ἐργασίαν αἰσχρὰν ἀποδοκιμάσαι (πανδοκεῦσαι· Illustrate from Ar. Ranae).

ζωρότερον πιεῖν.

κλύδωνος γενομένου, ἐρωτῶν εἴ τις μὴ μεμύηται τῶν πλεόντων.

THEOPHRASTUS, *Characters*.

(c) How does εἰρωνεία as used by Theophrastus differ from the irony attributed to Socrates? Explain what is meant by the irony of Sophocles.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: J. C. ROBERTSON, B.A.

I.

1. Translate:

- (a) ΚΑ. καὶ μὴν τὸδ' εἰπὲ μὴ παρὰ γνώμην ἐμοί
ΑΓ. γνώμην μὲν ἴσθι μὴ διαφθεροῦντ' ἐμέ.
ΚΑ. ἡὔξω θεοῖς δείσας ἄν' ὧδ' ἔρδειν τάδε;
ΑΓ. εἴπερ τις, εἰδώς γ' εὐ τὸδ' ἐξειπεῖν τέλος.
ΚΑ. τί δ' ἂν δοκεῖ σοι Πρίαμος, εἰ τὰδ' ἤνυσεν;
ΑΓ. ἐν ποικίλοις ἂν κάρτα μοι βῆναι δοκεῖ.
ΚΑ. μὴ νυν τὸν ἀνθρώπειον αἰδεσθῆς ψόγον.
ΑΓ. φήμη γε μέντοι δημόθρους μέγα σθένει.
ΚΑ. ὁ δ' ἀφθόνητός γ' οὐκ ἐπίζηλος πέλει.
ΑΓ. οὗτοι γυναικὸς ἐστὶν ἱμείρειν μάχης.
ΚΑ. τοῖς ὀλβίοις γε καὶ τὸ νικᾶσθαι πρέπει.
ΑΓ. ἦ καὶ σὺ νίκην τήνδε δῆριος τίεις;
ΚΑ. πιθοῦ, κρᾶτος πάρες γέ μὴν ἐκὼν ἐμοί.
- (b) ἐπεὶ δ' ἀνάγκας ἔδν λέπαδνον,
φρενὸς πνέων δυσσεβῇ τροπαίαν
ἀναγνον ἀνίερν, τύθεν
τὸ παντότολμον φρονεῖν μετέγνων.
- (c) τὸ γὰρ δολῶσαι πρὸς γυναῖκας ἦν σαφῶς
ἐγὼ δ' ὑποπτος ἐχθρὸς ἦ παλαιγενής.
- (d) καὶ μὴν ὁ χρησμὸς οὐκέτ' ἐκ καλυμμάτων
ἔσται δεδορκῶς νεογάμου νύμφης δίκην
λαμπρὸς δ' ἔοικεν ἡλίῳ πρὸς ἀντολὰς
πνέων ἐσήξεν, ὥστε κύματος δίκην
κλύζειν πρὸς αὐγὰς τοῦδε πῆματος πολὺ.
μεῖζον φρενώσω δ' οὐκέτ' ἐξ αἰνιγμάτων.
καὶ μαρτυρεῖτε συνδρόμῳ ἴχνος κακῶν
ῥινηλατοῦσιν τῶν πάλαι πεπραγμένων.

ÆSCHYLUS, *Agamemnon*.

(c)

μηδ' αὖ ὅ πάντα νέμων
θεῖτ' ἐμᾷ γνώμῃ κράτος ἀντίπαλον Ζεὺς,
μηδ' ἐλινύσσοιμι θεοὺς ὅσ' αἰς θοῖαις ποτινισσομένα
βουφόνους παρ' Ὀκεανοῦ πατρὸς ἄσβεστον πόρον,
μηδ' ἀλίτοιμι λόγοις·
μάλα μοι τοῦτ' ἐμμένει
καὶ μήποτ' ἐκτακείη.

Ibid., Prometheus Vincutus.

2. (a) Explain clearly the meaning of lines 1-4. In what lines is there a twofold meaning? Discuss the question whether the episode of the purple tapestries has an important bearing on the ethical questions involved in Agamemnon's death, or is introduced purely for dramatic effect.

3. (b) Why could Aeschylus not regard the hereditary curse as the chief cause of Agamemnon's tragic fate? What does he represent as the cause, and what bearing has this passage on the question? Does this cause of his death (a) necessarily, (b) actually, coincide with Clytemnestra's motive in killing him?

4. (c) What important differences exist between the Homeric and the Aeschylean form of the myth? Why would the Homeric account be inconsistent with Aeschylus' conception of the tragedy?

5. (d) Explain clearly but briefly the meaning of the passage. What dramatic purposes are served by the introduction of Cassandra in this scene?

6. (e) Where and why does the chorus express a different opinion? State clearly the ethical problem of the Prometheus Vincutus. What is the solution indicated by the poet?

II.

7. Translate:

(a) Ἔρως ἀνέκατε μύχαν, Ἔρως δὲ ἐν κτήμασι πίπτεις,
δὲ ἐν μαλακαῖς παρειαῖς νεάνιδος ἐννυχεύεις·
φοιτᾷς δ' ὑπερπόντιος ἐν τ' ἀγρονόμοις αὐλαῖς,
καὶ σ' οὔτ' ἀθανάτων φύξιμος οὐδεὶς
οὔθ' ἀμερίων σέ γ' ἀνθρώπων, ὃ δ' ἔχων μέμνην.
σὺ καὶ δικαίων ἀδίκους φρένας παρασπᾷς ἐπὶ λῶβῳ
σὺ καὶ τόδε νεῖκος ἀνδρῶν ξύναιμον ἔχεις ταράξας·
νικᾷ δ' ἐναργῆς βλεφάρων ἥμερος εὐλέκτρον
νύμφας, τῶν μεγάλων πάρεδρος ἐν ἀρχαῖς
θεσμῶν· ἄμαχος γὰρ ἐμπαίζει θεὸς Ἀφροδίτα

- (b) AIM. ἥδ' οὖν θανεῖται καὶ θανοῦσ' ὀλεῖ τινα;
 KP. ἡ κατὰ πειλῶν ὥδ' ἐπεξίρχει θρασύς;
 AIM. τίς δ' ἔστ' ἀπειλή πρὸς κενὸς γνώμας λέγειν;
 KP. κλαίων φρενώσεις, ὧν φρενῶν αὐτὸς κενός.
 757. AIM. βούλει λέγειν τι καὶ λέγων μηδὲν κλύειν;
 756. KP. γυναικὸς ὧν δούλευμα, μὴ κώτιλλέ με.
 755. AIM. εἰ μὴ πατὴρ ἦσθ', εἰπον ἂν σ' οὐκ εὖ φρονεῖν.
 KP. ἄληθες, ἀλλ' οὐ τόνδ' Ὀλυμπον, ἴσθ' ὅτι,
 χαίρων ἐπὶ ψόγοις δυνάσεις ἐμέ.
 ἀγαγε τὸ μῖσος, ὥς κατ' ὀμμάτων αὐτίκα
 παρόντι θνήσκει πλησία τῷ νυμφίῳ.

SOPHOCLES, *Antigone*.

- (c) οἷδ' οὖν γελώντων καπιχαϊρόντων κακοῖς
 τοῖς τοῦδ' ἴσως τοι, καὶ βλέποντα μὴ πόθουν,
 θανόντ' ἂν οἰμώξειαν ἐν χρεῖα δορός.
 οἱ γὰρ κακοὶ γνώμασι τάχαθον χεροῖν
 ἔχοντες οὐκ ἴσασι, πρὶν τις ἐκβάλῃ.
 ἐμοὶ πικρὸς τέθνηκεν, ἥ (v. l. ἡ) κείνοις γλυκύς,
 αὐτῷ δὲ τερπνός· ὧν γὰρ ἡράσθη τυχεῖν
 ἐκτήσαθ' αὐτῷ, θάνατον, ὅνπερ ἤθελεν.
 τί δῆτα τοῦδ' ἐπεγγελῶεν ἂν κατά;
 θεοῖς τέθνηκεν οὗτος, οὐ κείνοισιν, οὐ.
 πρὸς ταῦτ' Ὀδυσσεὺς ἐν κενοῖς ὑβρίζειτω·
 Ἄϊας γὰρ αὐτοῖς οὐκέτ' ἔστί, ἀλλ' ἐμοὶ
 λιπὼν ἀνίης καὶ γόους διοίχεται.

Ibid., Ajax.

8. (a) Explain the reference in ὑπερπόντιος and in ἀγρονόμοις, the meaning of τῶν μεγάλων . . . θεσμῶν, the syntax of σ' (l. 4) and the force of κτημασι, σέ γ', ἀδίκους, ἔχεις ταραξας, ἄμαχος.

9. (a) The following is given as the scansion of l. 5 :

> : ~ ~ | ~ ~ | ~ | ~ || ~ ~ | ~ ~ | ~ | ~ ^ ||.

Explain this scheme and indicate in a similar manner the scansion of lines 1-3, which have the same structure.

10. (b) What is the gain supposed to be made by the transposition indicated? "The introduction of Haemon an invention of Sophocles"; what does he gain thereby?

11. (c) Translate both readings in l. 6. What is noteworthy in the syntax of l. 5, and the scansion of l. 9?

12. Show the connection of the five *Stasima* of the *Antigone* with the action of the drama.

13. What limitations are found in the *Ajax* and the *Antigone* to the use of a *Tritagonist*?

III.

14. Translate with brief explanatory notes :

- (a) ΠΕΙΣ. ὄρνιθες ἀνθρώποισι νῦν εἰσιν θεοί,
οἷς θυτέον αὐτοὺς, ἀλλὰ μὰ Δί' οὐ τῷ Δί.
ΙΡΙΣ. ὦ μῶρε μῶρε, μὴ θεῶν κίνει φρένας
δεινὰς, ὅπως μὴ σον γένος πανώλεθρον
Διὸς μακέλλῃ πᾶν ἀναστρέψῃ Δίκη,
λιγνὺς δὲ σῶμα καὶ δόμων περιπτυχὰς
καταιθαλώσῃ σου Λικυμνίαις βολαῖς.
- (b) ἀκούετε λεφί.
- (c) ΠΕΙΣ. ὄνομα δέ σοι τί ἐστι, πλοῖον, ἡ κυνὴ ;
ΙΡΙΣ. Ἴρις ταχεῖα. ΠΕΙΣ. Πάραλος, ἡ Σαλαμινία ;
- (d) εἰδότες ὀρθῶς παρ' ἐμοῦ Προδίκῃ κλείειν εἴπητε τὸ
λοιπόν. ARISTOPHANES, *Aves*.
- (e) πρῶτον οὖν ἡμῶν δοκεῖ
ἐξισῶσαι τοὺς πολίτας κάφελεῖν τὰ δέσματα,
κεῖ τις ἡμαρτε σφαλεῖς τι Φρυγίχου παλαίσμασιν,
ἐγγενέσθαι φημι χρῆναι τοῖς ὀλισθοῦσιν τότε
αἰτίαν ἐκθεῖσι λῦσαι τὰς πρότερον ἀμαρτίας.
εἴτ' ἀτιμὸν φημι χρῆναι μηδέν' εἶν' ἐν τῇ πόλει
καὶ γὰρ αἰσχρὸν ἐστὶ τοὺς μὲν ναυμαχῆσαντας μίαν
καὶ Πλαταιᾶς εὐθύς εἶναι κἀντὶ δούλων δεσπότης.
- (f) ὥς μέγα δύνασθον πανταχοῦ τῷ δὴ ὁβολῷ.
- (g) ληκύθιον ἀπώλεσεν.
- (h) ΕΤ. ἀλλ' οὐξίῳν πρῶτιστα μὲν μοι τὸ γένος εἶπ' ἂν
εὐθύς
τοῦ δράματος. ΑΙ. κρεῖττον γὰρ ἦν σοι νῆ Δί
ἢ τὸ σαντοῦ.
ΕΤ. ἔπειτ' ἀπὸ τῶν πρώτων ἐπῶν οὐδὲν παρήκ' ἂν
ἀργόν,
ἀλλ' ἔλεγεν ἡ γυνὴ τέ μοι χῶ δούλος οὐδὲν ἦττον,
χῶ δεσπότης χῆ παρθένος χῆ γραυὲς ἄν. ΑΙ.
εἴτα δῆτα
οὐκ ἀποθανεῖν σε ταῦτ' ἐχρῆν τολμῶντα ; ΕΤ.
μὰ τὸν Ἀπόλλω
δημοκρατικὸν γὰρ αὐτ' ἔδρων. ΑΙ. τοῦτο μὲν
ἔασον, ὦ τάν.
οὐ σοὶ γάρ ἐστι περίπατος κάλλιστα περί γε
τούτου. *Ibid., Ranæ.*

15. Give arguments for and against the following three views of the main purpose of the *Aves* ; that it favors the schemes of Alcibiades, that it is a warning against Alcibiades, that it is written purely to please and not to instruct.

16. What inferences may be drawn from the frequency of parody in Aristophanes ?

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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: WILLIAM DALE, M.A.

ARISTOTLE.

Translate:

Λέγοντες γὰρ περὶ τοῦ ἥθους οὐ λέγομεν ὅτι σοφὸς ἢ συνετὸς ἀλλ' ὅτι πρᾶος ἢ σώφρων, ἐπαινοῦμεν δὲ καὶ τὸν σοφὸν κατὰ τὴν ἔξιν· τῶν ἔξεων δὲ τὰς ἐπαινετὰς ἀρετὰς λέγομεν. Διττῆς δὲ τῆς ἀρετῆς οὐσης, τῆς μὲν διανοητικῆς τῆς δὲ ἠθικῆς, ἡ μὲν διανοητικὴ τὸ πλεῖον ἐκ διδασκαλίας ἔχει καὶ τὴν γένεσιν καὶ τὴν αὐξήσιν, διόπερ ἐμπειρίας δεῖται καὶ χρόνου. ἡ δ' ἠθικὴ ἐξ ἔθους περιγίνεται, ὅθεν καὶ τοῦνομα ἔσχηκε μικρὸν παρεκκλίνον ἀπὸ τοῦ ἔθους. Ἐξ οὗ καὶ δῆλον ὅτι οὐδεμίᾳ τῶν ἠθικῶν ἀρετῶν φύσει ἡμῖν ἐγγίνεται· οὐθὲν γὰρ τῶν φύσει ὄντων ἄλλως ἐθίζεται, ὅλον ὁ λίθος φύσει κάτω φερόμενος οὐκ ἂν ἐθισθεῖ ἄνω φέρεσθαι, οὐδ' ἂν μυριάκις αὐτὸν ἐθίξῃ τις ἄνω ῥίπτων, οὐδὲ τὸ πῦρ κάτω, οὐδ' ἄλλο οὐδὲν τῶν ἄλλως πεφυκότων ἄλλως ἂν ἐθισθεῖη. Οὐτ' ἄρα φύσει οὔτε παρὰ φύσιν ἐγγίνονται αἱ ἀρεταί, ἀλλὰ πεφυκόσι μὲν ἡμῖν δέξασθαι αὐτάς, τελειομένους δὲ διὰ τοῦ ἔθους.

Ethics, I., II.

1. ἐπαινοῦμεν... ἔξιν. Explain.
2. Explain Aristotle's use of the word φύσις.

Translate :

Οὐκ ἂν οὖν εἴη βουλευτὸν τὸ τέλος ἀλλὰ τὰ πρὸς τὰ τέλη. Οὐδὲ δὴ τὰ καθ' ἕκαστα, οἷον εἰ ἄρτος τοῦτο ἢ πέπεπται ὡς δεῖ αἰσθήσεως γὰρ ταῦτα. Εἰ δὲ αἰεὶ βουλευέσεται, εἰς ἄπειρον ἦξει. Βουλευτὸν δὲ καὶ προαιρετὸν τὸ αὐτό, πλὴν ἀφωρισμένον ἤδη τὸ προαιρετὸν· τὸ γὰρ ἐκ τῆς βουλῆς προκρίθην προαιρετὸν ἔστιν. Πανέται γὰρ ἕκαστος ζητῶν πῶς πράξει, ὅταν εἰς αὐτὸν ἀναγάγῃ τὴν ἀρχήν, καὶ αὐτοῦ εἰς τὸ ἡγούμενον· τοῦτο γὰρ τὸ προαιρούμενον. Δῆλον δὲ τοῦτο καὶ ἐκ τῶν ἀρχαίων πολιτειῶν, ἃς Ὀμηρος ἐμμεῖτο· οἱ γὰρ βασιλεῖς ἂν προέλοιτο ἀνίγγελλον τῷ δήμῳ. Ὀντος δὲ τοῦ προαιρετοῦ βουλευτοῦ ὁρεκτοῦ τῶν ἐφ' ἡμῖν, καὶ ἡ προαίρεσις ἂν εἴη βουλευτική ὁρεξις τῶν ἐφ' ἡμῖν ἐκ τοῦ βουλευσασθαι γὰρ κρίναντες ὁρεγόμεθα κατὰ τὴν βούλευσιν.

Ibid., III.

1. οὐκ ἂν οὖν...τὸ τέλος. Why?
2. αἰσθήσεως γὰρ ταῦτα. Explain.
3. Explain briefly the relation of προαίρεσις to ἀρετή.

Translate :

Οὐχ ὁμοίως δὲ τὸ ἴσον ἐν τε τοῖς δικαίοις καὶ ἐν τῇ φιλίᾳ φαίνεται ἔχειν· ἔστι γὰρ ἐν μὲν τοῖς δικαίοις ἴσον πρῶτως τὸ κατ' ἀξίαν, τὸ δὲ κατὰ ποσὸν πρῶτως, τὸ δὲ κατ' ἀξίαν δευτέρως. Δῆλον δ', εἰὰν πολὺ διύσθημα γίγνηται ἀρετῆς ἢ κακίας ἢ εὐπορίας ἢ τίνος ἄλλου· οὐ γὰρ ἐτι φίλοι εἰσὶν, ἀλλ' οὐδ' ἀξιούσιν. Ἐμφανέστατον δὲ τοῦτ' ἐπὶ τῶν θεῶν· πλείστον γὰρ οὗτοι πᾶσι τοῖς ἀγαθοῖς ὑπερέχουσιν. Δῆλον δὲ καὶ ἐπὶ τῶν βασιλέων· οὐδὲ γὰρ τούτοις ἀξιούσιν εἶναι φίλοι οἱ πολὺ καταδεέστεροι, οὐδ' τοῖς ἀρίστοις ἢ σοφωτάτοις οἱ μηδενὸς ἀξιοί. Ἀκριβὴς μὲν οὖν ἐν τοῖς τοιούτοις οὐκ ἔστιν ὁρισμὸς, ἕως τίνος οἱ φίλοι πολλῶν γὰρ ἀφαιρουμένων ἐτι μένει, πολὺ δὲ χωρισθέντος, οἷον τοῦ θεοῦ, οὐκέτι. Ὅθεν καὶ ἀπορεῖται, μὴ ποτ' οὐ βούλονται οἱ φίλοι τοῖς φίλοις τὰ μέγιστα τῶν ἀγαθῶν, οἷον θεοὺς εἶναι· οὐδὲ γὰρ ἐτι φίλοι ἔσονται αὐτοῖς, οὐδὲ δὴ ἀγαθά· οἱ γὰρ φίλοι ἀγαθά.

Ibid., VIII.

1. ἔστιν γὰρ...δευτέρως. What is the meaning? Would it hold for all forms of government according to the Greek conception?
2. Define φιλία and φιλαυτία after Aristotle. What is the position of φιλία in Aristotle's moral system?

Translate :

Δεῖ δὴ τὸ ἥθος προϋπάρχειν πως οἰκείον τῆς ἀρετῆς, στέργον τὸ καλὸν καὶ δυσχεραῖνον τὸ αἰσχροῦν. Ἐκ νέου δ' ἀγωγῆς ὀρθῆς τυχεῖν πρὸς ἀρετὴν χαλεπὸν μὴ ὑπὸ τοιούτοις τραφέντα νόμοις· τὸ γὰρ σωφρόνως καὶ καρτερικῶς ζῆν οὐχ ἡδὺ τοῖς πολλοῖς, ἄλλως τε καὶ νέοις. Διὸ νόμοις δεῖ τετάχθαι τὴν τροφήν καὶ τὰ ἐπιτηδεύματα· οὐκ ἔσται γὰρ λυπηρὰ συνήθη γινόμενα. Οὐχ ἱκανὸν δ' ἴσως νέους ὄντας τροφῆς καὶ ἐπιμελείας τυχεῖν ὀρθῆς, ἀλλ' ἐπειδὴ καὶ ἀνδρωθέντας δεῖ ἐπιτηδεύειν αὐτὰ καὶ ἐθίξεσθαι, καὶ περὶ ταῦτα δεοῖμεθ' ἂν νόμων, καὶ ὅλως δὴ περὶ πάντα τὸν βίον· οἱ γὰρ πολλοὶ ἀνάγκη μᾶλλον ἢ λόγῳ πειθαρχοῦσι καὶ ζημίαις ἢ τῷ καλῷ.

Ibid., X.

1. περὶ πάντα τὸν βίον. What is the Greek conception of the sphere of law? How does Aristotle define νόμος?

2. τῷ καλῷ. What is the meaning?

Translate :

Τὸ μὲν οὖν περιττὸν ἔχουσι πάντες οἱ τοῦ Σωκράτους λόγοι καὶ τὸ κομψὸν καὶ τὸ καινοτόμον καὶ [τὸ] ζητητικόν, καλῶς δὲ πάντα ἴσως χαλεπόν, ἐπεὶ καὶ τὸ νῦν εἰρημένον πλήθος δεῖ μὴ λανθάνειν ὅτι χώρας δεήσῃ τοῖς τοσούτοις Βαβυλωνίας ἢ τίνος ἄλλης ἀπεράντου τὸ πλήθος, ἐξ ἧς ἀργοὶ πεντακισχίλιοι θρέφονται, καὶ παρὰ τούτους γυναικῶν καὶ θεραπῶντων ἕτερος ὄχλος πολλαπλάσιος. δεῖ μὲν οὖν ὑποτίθεσθαι κατ' εὐχὴν, μηδὲν μέντοι ἀδύνατον.—λέγεται δ' ὥς δεῖ τὸν νομοθέτην πρὸς δύο βλέποντα τιθέναι τοὺς νόμους, πρὸς τε τὴν χώραν καὶ τοὺς ἀνθρώπους. ἔτι δὲ καλῶς ἔχει προσθεῖναι καὶ πρὸς τοὺς γειτνιῶντας τόπους, εἰ δεῖ τὴν πόλιν ζῆν βίον πολεμικόν (οὐ γὰρ μόνον ἀναγκαῖον ἔστιν αὐτὴν τοιούτοις χρῆσθαι πρὸς τὸν πόλεμον ὅπλοις ἀ χρῆσιμα κατὰ τὴν οἰκείαν χώραν ἔστί, ἀλλὰ καὶ πρὸς τοὺς ἔξω τόπους)· εἰ δέ τις μὴ τοιοῦτον ἀποδέχεται βίον, μήτε τὸν ἴδιον μήτε τὸν κοινὸν τῆς πόλεως, ὅπως οὐδὲν ἤττον δεῖ φοβεροῦς εἶναι τοῖς πολεμίοις, μὴ μόνον ἔλθουσιν εἰς τὴν χώραν ἀλλὰ καὶ ἀπ[ε]λθ[ο]ῦσιν.—καὶ τὸ πλήθος δὲ τῆς κτήσεως ὁρᾶν δεῖ, μὴ ποτε βέλτιον ἐτέρως διορίσαι τῷ σαφῶς μᾶλλον.

Politics, II.

1. What is Aristotle's definition of πολιτεῖα?

2. βίον πολεμικόν or πολιτικόν. Which do you prefer and why? What is the meaning of the latter reading?

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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: WILLIAM DALE, M.A.

1. Translate :

Ταῦτα μὲν τὴν Πυθίην χρῆσαι πρότερον μετὰ δὲ ὥς ἐλθεῖν τοὺς ἀγγέλους ἐς δὴ τὸ Ἄργος, ἐπελθεῖν ἐπὶ τὸ βουλευτήριον, καὶ λέγειν τὰ ἐντεταλμένα. τοὺς δὲ πρὸς τὰ λεγόμενα ὑποκρίνασθαι, ὥς ἐτοίμοι εἰσι Ἄργεῖοι ποιεῖν ταῦτα, τριήκοντα ἔτεα εἰρήνην σπεισάμενοι Λακεδαιμονίοισι, καὶ ἡγεόμενοι κατὰ τὸ ἥμισυ πάσης τῆς συμμαχίας· καίτοι κατὰ γε τὸ δίκαιον γίνεσθαι τὴν ἡγεμονίην ἐωυτῶν, ἀλλ' ὅμως σφί ἀποχρᾶν κατὰ τὸ ἥμισυ ἡγεομένοισι.

HERODOTUS, VII.

Explain κατὰ γε τὸ δίκαιον.

2. Translate :

Ἐπίσταμαι δὲ τοσοῦτο, ὅτι, εἰ πάντες ἄνθρωποι τὰ οἰκῆμα κακὰ ἐς μέσον συνενεύκαιεν, ἀλλάξασθαι βουλόμενοι τοῖσι πλησίοις, ἐγκύψαντες ἂν ἐς τὰ τῶν πέλας κακὰ, ἀσπασίως ἕκαστοι αὐτῶν ἀποφεροίτο ὀπίσω τὰ ἐσενείκαντο. οὕτω δὲ οὐκ Ἄργεῖοις αἰσχιστα πεποιήται. Ἐγὼ δὲ ὀφείλω λέγειν τὰ λεγόμενα, πείθεσθαι γε μὴν οὐ παντάπασι ὀφείλω· καί μοι τοῦτο τὸ ἔπος ἐχέτω ἐς πάντα τὸν λόγον.

Ibid.

What is meant by the "malignity" of Herodotus?
Is there any ground for the charge?

3. Translate :

Τὴν μὲν δὴ Τροϊζηνίην, τῆς ἤρχε Πρηξῖνος, αὐτίκα αἰρέουσι ἐπισπόμενοι οἱ βάρβαροι. καὶ ἔπειτα τῶν ἐπιβατέων αὐτῆς τὸν καλλιστεύοντα ἀγαγόντες ἐπὶ τῆς πρώρης τῆς νηὸς ἔσφαξαν, διαδέξιοι ποιούμενοι τὸν εἶλον τῶν Ἑλλήνων πρώτον καὶ κάλλιστον. τῷ δὲ σφαγιασθέντι τούτῳ οὐνομα ἦν Λέων· τάχα δ' ἂν τι καὶ τοῦ οὐνόματος ἐπαύροιο.

Ibid.

Quote any other (Greek or Roman) instances where superstitious significance was attached to names.

4. Translate :

Ἑλλῃσι μὲν Τισαμενὸς Ἀντιόχου ἦν ὁ θύομενος· οὗτος γὰρ δὴ εἶπετο τῷ στρατεύματι τούτῳ μάντις· τὸν, ἔοντα Ἡλείου καὶ γένεος τοῦ Ἰαμιδέου Κλυτιάδην, Λακεδαιμόνιι ἐποιήσαντο λεωσφέτερον. Τισαμενῷ γὰρ μαντενοῖ ἐν Δελφοῖσι περὶ γόνου, ἀνείλε ἡ Πυθίη, ἀγῶνας τοὺς μεγίστους ἀναιρήσεσθαι πέντε. ὁ μὲν δὴ ἁμαρτῶν τοῦ χρηστηρίου, προσεῖχε γυμνασίοις, ὡς ἀναιρησόμενος γυμνικοὺς ἀγῶνας. ἀσκέων δὲ παντάθλου, παρὰ ἐν πάλαισμα ἔδραμε νικᾶν Ὀλυμπιάδα, Ἱερωνύμῳ τῷ Ἀνδρίῳ ἐλθὼν ἐς ἔριν.

Ibid., IX.

Κλυτιάδην. What difficulty is involved in this reading?

Explain παρὰ ἐν . . . Ὀλυμπιάδα.

5. Translate :

Καὶ ὅσα μὲν λόγῳ εἶπον ἕκαστοι ἢ μέλλοντες πολεμήσειν ἢ ἐν αὐτῷ ἤδη ὄντες, χαλεπὸν τὴν ἀκριβειαν αὐτὴν τῶν λεχθέντων διαμνημονεύσαι ἦν, ἐμοί τε ὧν αὐτὸς ἤκουσα καὶ τοῖς ἄλλοθεν ποθεν ἐμοὶ ἀπαγγέλλουσιν· ὥς δ' ἂν ἐδόκουν ἐμοὶ ἕκαστοι περὶ τῶν αἰεὶ παρόντων τὰ δέοντα μάλιστα εἰπεῖν, ἐχομένῳ ὅτι ἐγγύτατα τῆς ξυμπάντης γνώμης τῶν ἀληθῶς λεχθέντων, οὕτως εἴρηται. τὰ δ' ἔργα τῶνπραχθέντων ἐν τῷ πολέμῳ οὐκ ἐκ τοῦ παρατυχόντος πυνθανόμενος ἤξιωσα γράφειν, οὐδ' ὡς ἐμοὶ ἐδόκει, ἀλλ' οἷς τε αὐτὸς παρὴν καὶ παρὰ τῶν ἄλλων ὅσον δυνατόν ἀκριβείᾳ περὶ ἐκάστου ἐπεξελθὼν. ἐπιπόνως δὲ εὐρίσκετο, διότι οἱ παρόντες τοῖς ἔργοις ἐκάστοις οὐ ταῦτα περὶ τῶν αὐτῶν ἔλεγον, ἀλλ' ὡς ἐκατέρων τις ἐννοίας ἢ μνήμης ἔχοι. καὶ ἐς μὲν ἀκρόασιν ἴσως τὸ

μη μυθῶδες αὐτῶν ἀτερπέστερον φανείται· ὅσοι δε βουλήσονται τῶν τε γενομένων τὸ σαφὲς σκοπεῖν καὶ τῶν μελλόντων ποτὲ αὖθις κατὰ τὸ ἀνθρώπειον τοιοῦτων καὶ παραπλησίων ἔσεσθαι, ὠφέλιμα κρίνειν αὐτὰ ἀρκούντως ἔξει. κτήμά τε ἐς αἰὲ μᾶλλον ἢ ἀγώνισμα ἐς τὸ παραχρῆμα ἀκούειν ξύγκειται.

THUCYDIDES, I.

Point out any irregularities of construction in this passage.

What is the government of *μνήμης*? The meaning of τὸ *μη μυθῶδες*?

The force of τὲ in *κτήμά τε*? The subject of *ξύγκειται*.

6. Translate with explanatory notes:

- (b) Γεγεννημένης δὲ τῆς νίκης τοῖς Συρακοσίοις λαμπρᾶς ἤδη καὶ τοῦ ναυτικοῦ, πρότερον μὲν γὰρ ἐφοβοῦντο τὰς μετὰ τοῦ Δημοσθένους ναῦς ἐπελθούσας, οἱ μὲν Ἀθηναῖοι ἐν παντὶ δὴ ἀθυμίας ἦσαν καὶ ὁ παράλογος αὐτοῖς μέγας ἦν, πολὺ δὲ μείζων ἔτι τῆς στρατείας ὁ μετὰ μέλος. πόλεσι γὰρ ταύταις μόναις ἤδη ὁμοιοτρόποις ἐπελθόντες, δημοκρατουμέναις τε ὥσπερ καὶ αὐτοί, καὶ ναῦς καὶ ἵππους καὶ μεγέθη ἐχούσαις, οὐ δυνάμενοι ἐπενεγκεῖν οὔτε ἐκ πολιτείας τι μεταβολῆς τὸ διάφορον αὐτοῖς, ᾧ προσήγοντο ἂν, οὔτ' ἐκ παρασκευῆς πολλῶ κρείσσους, σφαλλόμενοι δὲ τὰ πλεῖω, τὰ τε πρὸ αὐτῶν ἠπόρουν, καὶ ἐπειδὴ γε καὶ ταῖς ναυσὶν ἐκρατήθησαν, ὃ οὐκ ἂν ᾤοντο, πολλῶ δὴ μᾶλλον ἔτι.

Ibid., VII.

- (c) Ἐπὶ δ' οὖν τοῖς ἡγγεγμένοις οἱ Ἀθηναῖοι ναῦς τε εἴκοσιν ὅμως ἐπλήρουν, καὶ ἐκκλησίαν ξυνέλεγον, μίαν μὲν εὐθὺς τότε πρῶτον ἐς τὴν Πύκνα καλουμένην, οὐπὲρ καὶ ἄλλοτε εἰώθεσαν, ἐν ἧπερ καὶ τοὺς τετρακοσίους καταπαύσαντες τοῖς πεντακισχιλίοις ἐψηφίσαντο τὰ πράγματα παραδοῦναι· εἶναι δὲ αὐτῶν ὅποιοι καὶ ὅπλα παρέχονται· καὶ μισθὸν μηδὲνα φέρειν μηδεμιᾷ ἀρχῇ, εἰ δὲ μὴ, ἐπάρατον ἐποίησαντο· ἐγίνοντο δὲ καὶ ἄλλαι ὕστερον πικναὶ ἐκκλησίαι, ἀφ' ὧν καὶ νομοθέτας καὶ τάλλα ἐψηφίσαντο ἐς τὴν πολιτείαν. καὶ οὐχ ἥμισυ δὴ τὸν πρῶτον χρόνον ἐπὶ γε ἐμοῦ Ἀθηναῖοι φαίνονται εὐ πολιτεύσαντες· μετρία γὰρ ἦ τε ἐς τοὺς ὀλίγους καὶ τοὺς πολλοὺς ξύγκρασις ἐγένετο, καὶ ἐκ ποιήρων τῶν πραγμάτων γενομένων τοῦτο πρῶτον ἀνήνεγκε τὴν πόλιν.

Ibid., VIII.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK.

TRANSLATION AT SIGHT.

HONORS.

Examiner: WILLIAM DALE, M.A.

- (α) Μεγίστην δέ μοι δοκεῖ διαφορὰν ἔχειν τὸ Ῥωμαίων πολίτευμα πρὸς τὸ βέλτιον, ἐν τῇ περὶ θεῶν διαλήψει. Καί μοι δοκεῖ τὸ παρὰ τοῖς ἄλλοις ἀνθρώποις ὀνειδιζόμενον, τοῦτο συνέχειν τὰ Ῥωμαίων πράγματα, λέγω δὲ τὴν δεισιδαιμονίαν. ἐπὶ τοσοῦτον γὰρ ἐκτετραγώδηται καὶ παρεισῆγκται τοῦτο τὸ μέρος παρ' αὐτοῖς εἰς τε τοὺς κατ' ἰδίαν βίους καὶ τὰ κοινὰ τῆς πόλεως, ὥστε μὴ καταλιπεῖν ὑπερβολήν. ὃ καὶ δόξειεν ἂν πολλοῖς εἶναι θαυμάσιον. ἐμοὶ γε μὴν δοκοῦσι τοῦ πλήθους χάριν τοῦτο πεποιηκέναι. Εἰ μὲν γὰρ ἦν σοφῶν ἀνδρῶν πολίτευμα συναγαγεῖν, ἴσως οὐδὲν ἦν ἀναγκαῖος ὁ τοιοῦτος τρόπος. ἐπεὶ δὲ πᾶν πλήθος ἐστὶν ἐλαφρόν καὶ πλήρες ἐπιθυμιῶν παρανόμων, ὀργῆς ἀλόγου, θυμοῦ βιαίου· λείπεται, τοῖς ἀδήλοισι φοβούμεναι καὶ τῇ τοιαύτῃ τραγωδίᾳ τὰ πλήθη συνέχειν. Διόπερ οἱ παλαιοὶ δοκοῦσι μοι τὰς περὶ θεῶν ἐννοίας, καὶ τὰς ὑπὲρ τῶν ἐν ᾧ δου διαλήψεις οὐκ εἰκῇ, καὶ ὡς ἔτυχεν, εἰς τὰ πλήθη παρεισαγαγεῖν· πολὺ δὲ μᾶλλον οἱ νῦν εἰκῇ καὶ ἀλόγως ἐκβάλλειν αὐτά. Τοιγαροῦν χωρὶς τῶν ἄλλων, οἱ τὰ κοινὰ χειρίζοντες, παρὰ μὲν τοῖς Ἑλλησιν, ἐὰν ταλάντου μόνον πιστευθῶσιν, ἀντιγραφεῖς ἔχοντες δέκα, καὶ σφραγίδας τοσαύτας, καὶ μάρτυρας διπλάσιους. οὐ δύνανται τηρεῖν τὴν πίστιν· παρὰ δὲ Ῥωμαίοις, κατὰ τε τὰς ἀρχὰς καὶ πρεσβείας πολὺ τι πλήθος χρημάτων χειρίζοντες, δι' αὐτῆς τῆς

κατὰ τὸν ὄρκον πίστεως τηροῦσι τὸ καθήκον. καὶ
παρὰ μὲν τοῖς ἄλλοις σπάνιόν ἐστιν εὐρεῖν ἀπεχό-
μενον ἄνδρα τῶν δημοσίων, καὶ καθαρεύοντα περὶ
ταῦτα· παρὰ δὲ τοῖς Ῥωμαίοις σπάνιόν ἐστι τὸ
λαβεῖν τινα πεφωραμένον ἐπὶ τοιαύτῃ πράξει.

- (b) AN. λέγ', ὦ ταλαίπωρ, αὐτὸς ὦν χρεῖα πάρει.
τὰ πολλὰ γάρ τοι ῥήματ' ἢ τέρψαντά τι,
ἢ δυσχεράναντ', ἢ κατοικτίσαντά πως,
παρέσχε φωνὴν τοῖς ἀφωνήτοις τινά.
ΠΟ. ἀλλ' ἐξερῶ· καλῶς γὰρ ἐξηγεί οὐ μοι
πρῶτον μὲν αὐτὸν τὸν θεὸν ποιούμενος
ἀρωγὸν, ἔνθεν μ' ὧδ' ἀνέστησεν μολεῖν
ὁ τῆσδε τῆς γῆς κοῖρανος, δίδους ἐμοὶ
λέγει τ' ἀκοῖσά τ' ἀσφαλεῖ ξὺν ἐξόδῳ.
καὶ ταῦτ' ἀφ' ὑμῶν, ὦ ξένοι, βουλήσομαι
καὶ ταινδ' ἀδελφαῖν καὶ πατρὸς κυρεῖν ἐμοί.
ἂ δ' ἦλθον ἤδη σοι θέλω λέξαι, πάτερ.
γῆς ἐκ πατρώας ἐξελέηλαμαι φυγὰς,
τοῖς σοῖς πανάρχοις οὐνεκ' ἐνθακεῖν θρόνοις
γονῇ πεφυκῶς ἡξίουں γεραιτέρῃ·
ἀνθ' ὧν μ' Ἑτεοκλῆς, ὧν φύσει νεώτερος,
γῆς ἐξέωσεν, οὔτε, νικήσας λόγῳ
οὔτ' εἰς ἔλεγχον χειρὸς οὐδ' ἔργου μολῶν,
πόλιν δὲ πείσας. ὧν ἐγὼ μάλιστα μὲν
τὴν σὴν Ἐρινὺν αἰτίαν εἶναι λέγω·
ἔπειτα κἀπὸ μάντεων ταύτῃ κλύων.
ἐπεὶ γὰρ ἦλθον Ἄργος ἐς τὸ Δωρικὸν,
λαβὼν Ἀδραστον πενθερὸν, ξυνωμότας
ἔστησ' ἐμαυτῷ γῆς ὅσοιπερ Ἀπίας
πρῶτοι καλοῦνται καὶ τετίμηνται δόρει,
ὅπως τὸν ἐππύλογχον ἐς Θήβας στόλον
ξὺν τοῖσδ' ἀγείρας ἢ θάνοιμι πανδίκως
ἢ τοὺς τάδ' ἐκπράξαντας ἐκβάλοιμι γῆς.
εἰεν. τί δῆτα νῦν ἀφιγμένος κυρῶ;
σοὶ προστροπαίους, ὦ πατερ, λιτὰς ἔχων,
αὐτὸς τ' ἐμαυτοῦ ξυμμάχων τε τῶν ἐμῶν,
οἱ νῦν ξὺν ἐπτά τάξεσι ξὺν ἐπτά τε
λόγχαις τὸ Θήβης πεδίον ἀμφεστᾶσι πάν'

- (c) Τὸ δὲ δὴ μετὰ τοῦτο, ὡς ἔοικε, πειρώμεθα ζητεῖν
τε καὶ ἀποδεικνύναι, τί ποτε νῦν κακῶς ἐν ταῖς πό-
λεσι πράττεται, δι' ὃ οὐχ οὕτως οἰκοῦνται, καὶ τίνος
ἂν συμκροτατο μεταβαλόντος ἔλθοι εἰς τοῦτον τὸν
τρόπον τῆς πολιτείας πόλις, μάλιστα μὲν ἐνός, εἰ δὲ

μή, δυοῖν, εἰ δὲ μή, ὅ τι ὀλιγίστων τὸν ἀριθμὸν καὶ
σμικροτάτων τὴν δύναμιν. Παντάσας μὲν οὖν, ἔφη.
Ἐνὸς μὲν τοίνυν, ἦν δ' ἐγώ, μεταβαλόντος δοκοῦμέν
μοι ἔχειν δεῖξαι ὅτι μεταπέσοι ἄν, οὐ μὲν τοι σμικροῦ
γε οὐδὲ ῥαδίου, δυνατοῦ δέ; Τίνος; ἔφη. Ἐπ' αὐτὸ δή,
ἦν δ' ἐγώ, εἰμι, ὃ τῷ μεγίστῳ προεικάζομεν κύματι
εἰρήσεται ὃ οὖν, εἰ καὶ μέλλει γέλῳτί τε ἀτεχνῶς
ὥσπερ κύμα ἐκγελῶν καὶ ἀδοξία κατακλύσειν. σκοπεῖ
δὲ ὃ μέλλω λέγειν. Λέγε, ἔφη. Ἐὰν μή, ἦν δ' ἐγώ,
ἢ οἱ φιλόσοφοι βασιλεύσωσιν ἐν ταῖς πόλεσιν ἢ οἱ
βασιλεῖς τε νῦν λεγόμενοι καὶ δυνάσται φιλοσοφή-
σωσι γνησίως τε καὶ ἱκανῶς καὶ τοῦτο εἰς ταῦτόν
ἐμπέσῃ, δυνάμεις τε πολιτικῇ καὶ φιλοσοφίᾳ, τῶν
δὲ νῦν πορευομένων χωρὶς ἐφ' ἑκάτερον αἱ πολλαὶ
φύσεις ἐξ ἀνάγκης ἀποκλεισθῶσιν, οὐκ ἔστι κακῶν
παῦλα, ὦ φίλε Γλαῦκον, ταῖς πόλεσι, δοκῶ δ' οὐδὲ
τῷ ἀνθρώπινῳ γένει, οὐδὲ αὐτῇ ἡ πολιτεία μή ποτε
πρότερον φυῇ τε εἰς τὸ δυνατόν καὶ φῶς ἡλίου ἴδῃ,
ἦν νῦν λόγῳ διεληλύθαμεν. ἄλλὰ τοῦτό ἐστιν, ὃ
ἐμοὶ πάλαι ὄκνον ἐντίθησι λέγειν, ὁρῶντι ὥς πολὺ
παρὰ δόξαν ῥηθήσεται· χαλεπὸν γὰρ ἰδεῖν, ὅτι οὐκ
ἂν ἄλλη τις εὐδαιμονήσειεν οὔτε ἰδίᾳ οὔτε δημοσίᾳ.
καὶ ὅς, ὦ Σώκρατες, ἔφη, τοιοῦτον ἐκβέβληκας ῥῆμα
τε καὶ λόγον, ὃν εἰπὼν ἡγοῦ ἐπὶ σὲ πάντῃ πολλοὺς τε
καὶ οὐ φαύλους νῦν οὕτως οἶον ῥίψαντας τὰ ἱμάτια
γυμνοὺς, λαβόντας ὅ τι ἐκάστῳ παρέτυχεν ὄπλον, θεῶν
διατεταμένους ὥς θαυμάσια ἐργαζομένους· οὐδ' εἰ μή
ἀμυνεῖ τῷ λόγῳ καὶ ἐκφέυξει, τῷ ὄντι πωθαζόμενος
δώσεις ἔκην.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK HISTORY AND HISTORIANS.

HONORS.

Examiner: J. C. ROBERTSON, B.A.

NOTE. Not more than three questions in any section must be attempted unless three questions in each have previously been answered.

I.

1. What was the law of Syracosius? State its causes and results.
2. Sketch the history of party struggles in Athens during the Peloponnesian war.
3. Theophrastus represents the Oligarch as saying τὸν Θησέα πρῶτον τῶν κακῶν τῇ πόλει γεγονέναι αἰτίον. Explain, and illustrate by the policy of the oligarchs in other parts of Greece.
4. Contrast the aspirations of the three democratic leaders, Themistocles, Pericles, and Cleon. Examine the statement that Pericles' policy was largely to blame for the subsequent degeneration of the Athenian state.
5. "The peace of Philocrates was not only a turning-point in Athenian history, but also a natural climax to the events of the previous thirteen years." Explain these statements.
6. What influence had the Persian wars on (a) the cause of Pan-Hellenic union, (b) the development of Athens?
7. Trace the causes, the reasons for the failure, and the results of the Sicilian expedition.

II.

8. "To strip the oracles from Herodotus' history would be to deprive it of its deepest unity and its most characteristic charm." Explain and illustrate.

9. What is the attitude of the Greek mind towards fact? Illustrate from Herodotus and Thucydides.

10. "As a historian, Herodotus fails chiefly by inattention or insensibility to political cause and effect." Illustrate.

11. Contrast the conceptions of History entertained by Herodotus and by Thucydides. In what respects is Herodotus nearer than Thucydides to the modern conception?

12. Analyze any one of the following speeches: Nicias' first speech on the Sicilian expedition; Hermocrates' speech at Camarina; Pericles' Funeral Oration; the speech of the Coreyraean envoys; Alcibiades' speech on the Sicilian expedition.

13. Sketch the psychology of Thucydides.

III.

14. What was the effect of slavery on Athenian life?

15. What inferences may be drawn from the names given to the Greeks by Homer, Herodotus, and the Romans?

16. "Such a character as Aspasia was out of place in a Greek community." Examine this statement.

17. "The incurable passion for small autonomous states, ceaselessly antagonistic with each other, which is the most striking characteristic in Greek political life." Illustrate from different periods of Greek history. What were the results of this policy for Greece itself and for posterity?

18. Sketch the political life, and estimate the influence, of *any two* of the following: Themistocles, Solon, Miltiades, Demosthenes, Cleon, Pericles, Aristides.

19. "The law of treason neither could nor ought to be enforced against an act which was an error of judgment, not of intention." What was the Athenian practice in this respect, and what were its results?

20. Compare the position of an Athenian citizen in the time of Pericles with that of a Canadian citizen of to-day in respect to political power, public office, liability to taxation, and the framing and administration of the laws.

IV.

21. Trace the development of the Greek doctrine of Nemesis from Homer down to Euripides. How was it influenced by the events of Greek history?

22. "As we read such lines as these:

'What little town by river or sea-shore,
Or mountain-built with peaceful citadel,
Is emptied of its folk, this pious morn'

or these on the nightingale's song:

'Perhaps the self-same song that found a path
Through the sad heart of Ruth, when, sick for
home,
She stood in tears amid the alien corn;'

we ask, What finished Greek scholar has ever so vividly recalled the manner of the Greeks?" What is your conception of 'the manner of the Greeks,' which Keats in these lines is said to have reproduced?

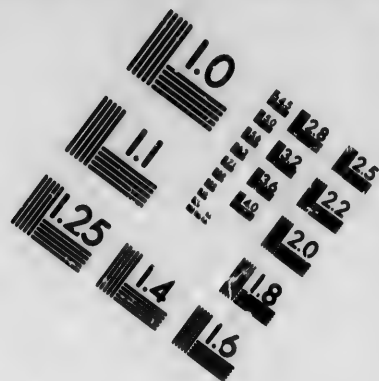
23. Sketch the history of the relation between morality and religion among the Greeks.

24. Under the three heads of (a) nature and treatment of plot, (b) development of character, (c) conception of the purpose of the drama, show the difference between the drama of Aeschylus and Sophocles and the drama of Shakespeare. Show how the peculiar origin of the Athenian drama limited its range, and estimate the artistic gain and loss involved.

25. Quintilian says, "Beauty belongs to countries that lie beside the sea, level and pleasant." Was this the Greek view, judging from their literature? In what respects did the Greeks not share in 'the modern feeling for nature', and the modern attitude to scenes of historical or biographical interest?

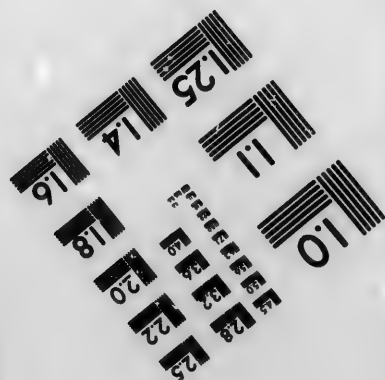
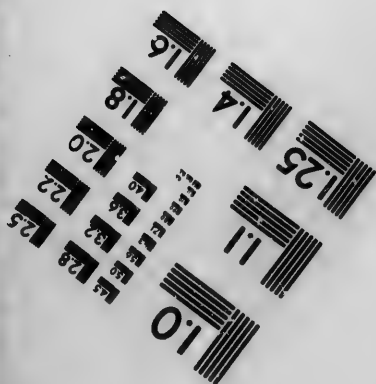
26. Compare the theology and view of life of the three great Tragic poets. Of which of them may it most truly be said that it was his aim to 'justify the ways of God to men'?





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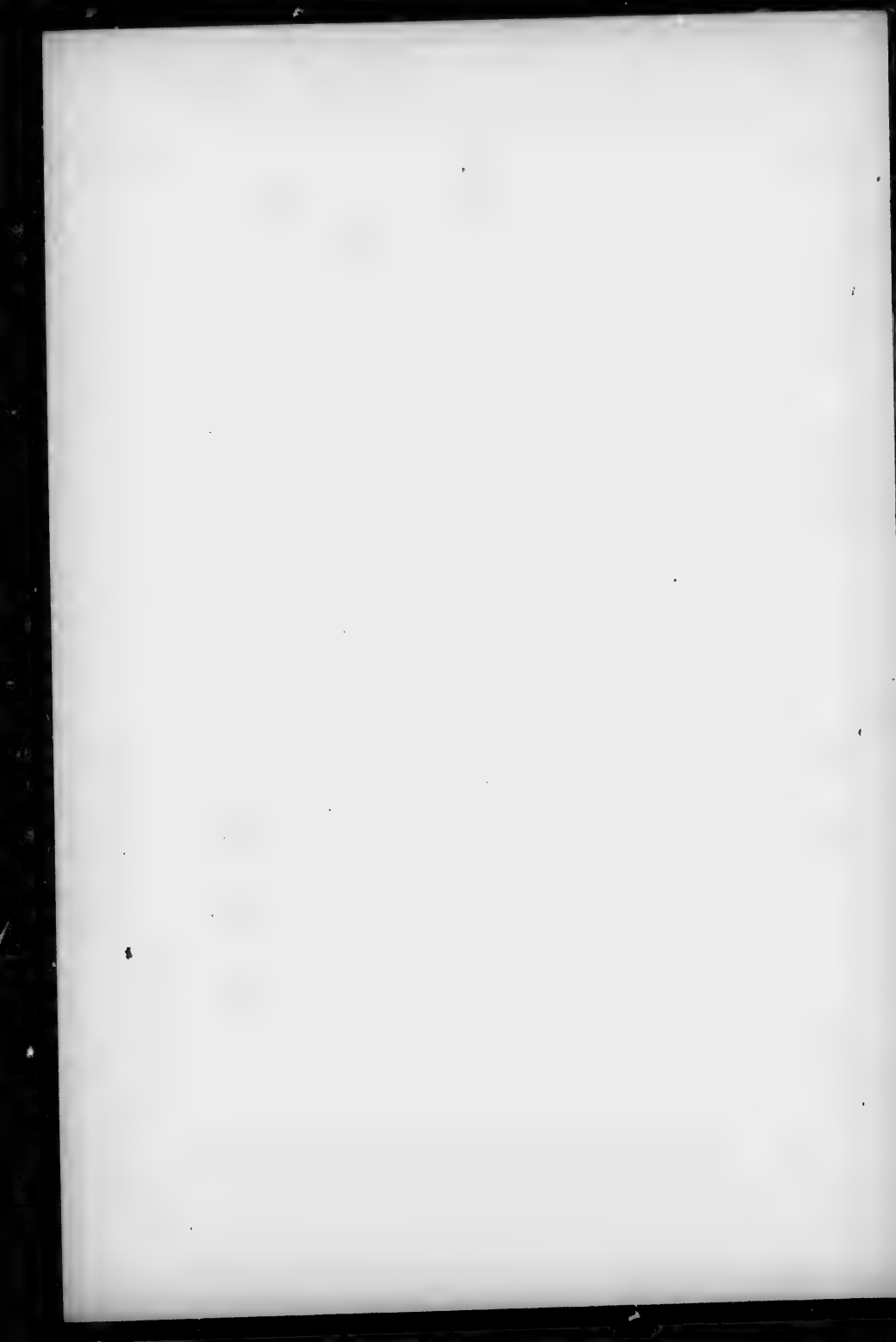


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University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

ANCIENT PHILOSOPHY.

HONORS.

Examiner: WILLIAM DALE, M.A.

NOTE.—You are requested not to attempt more than ten questions.

1. Translate and explain :

Δύο γὰρ ἐστὶν ἃ τις ἂν ἀποδοίη Σωκράτει δικαίως, τοὺς τ' ἐπακτικούς λόγους καὶ τὸ ὀρίζεσθαι καθόλου. ταῦτα γὰρ ἐστὶν ἄμφω περὶ ἀρχὴν ἐπιστήμης. ἀλλ' ὁ μὲν Σωκράτης τὰ καθόλου οὐ χωριστὰ ἐποίει οὐδὲ τοὺς ὀρισμούς. οἱ δ' ἐχώρισαν (sc. the Platonists) καὶ τὰ τοιαῦτα τῶν ὄντων ἰδέας προσηγόρευσαν.

ARISTOTLE, *Metaph.*, M.

2. Discuss the adequacy of the *Apology* as a defence of Socrates. What do you take to have been the real grounds of condemnation? Give reasons.

Interpret (a) ἔσ-ι τις Σωκράτης, σοφὸς ἀνὴρ, τὰ τε μετέωρα φροντιστὴς καὶ τὰ ὑπὸ γῆς ἀνεζητηκῶς καὶ τὸν ἥτιω λόγον κρείττω ποιῶν. (b) Σωκράτη φησὶν ἀδικεῖν τοὺς τε νέους διαφθείροντα καὶ θεοὺς οὓς ἡ πόλις νομίζει οὐ νομίζοντα, ἑτέρα δὲ δαιμόνια καινά.

What traces of the real Socrates do we find in the *Republic*?

3. What was the problem of philosophy which Plato set himself to solve?

What does Plato mean by ἰδέα? What by ἰδέα τοῦ αγαθοῦ?

What are Aristotle's objections to Plato's theory of ideas? Are the objections valid?

Explain ἢ οὐδ' ἄλλο οὐθέν (sc. τὰγαθόν) πλὴν τῆς ἰδέας; ὥστε μάταιον ἔσται τὸ εἶδος.

4. Describe the higher education of the guardians. What is the nature and object of dialectic? What cautions are to be used in selecting those who are to pursue this study? Why? What similar limitation do we find in the *Ethics*? Would either Aristotle or Plato have recommended a student to pursue exclusively the study of philosophy in the University? Why?

Explain ὁ μὲν γὰρ συνοπτικὸς διαλεκτικός.

5. Show what influence political events had on Greek philosophy, illustrating your remarks by reference (a) to Platonism, (b) to Stoicism.

6. What resemblances do we find (a) in the *Ethics* and the *Republic*, (b) in the *Ethics* and the *Republic* on the one hand, and *Stoicism* on the other?

7. Describe after Plato (a) *the origin of tyranny*; (b) *the tyrant*. Is the description historically true of Greece? Why does he dwell at such length on this subject?

8. "Let who will make the laws of a nation, only let me make its songs." Compare and contrast this sentiment with Plato's theory. What are Plato's objections to poetry? To what extent are they true? What do you conceive to be the true theory of art? One critic denounces modern Art as "*a rebus*," another as "*petty or vile*:" would Plato have condemned it for any, or for all, of these reasons?

9. State and explain Aristotle's doctrine of the *mean* as an explanation of ἀρετή. What do we learn from the *Ethics* of Aristotle's Ethical method? Contrast briefly Plato's φιλοσοφία with Aristotle's θεωρία.

10. "No philosophy ever attempted to be more practical (in the best sense of the word) than Platonism." Explain this. To what extent is Plato on historical ground in the *Republic*?

11. Explain after Aristotle φυσικὴ ἀρετὴ, ἔξις, ὁρθὸς λόγος, προαίσεις, τὸ καλὸν, φρόνησις, ἡδονή, τὸ τέλος, μεγαλοψυχία, ἐνέργεια ψυχῆς.

12. Give Aristotle's criticisms on the Spartan form of Government, and examine his objections to Plato's communism.

13. What contributions were made to the science of Ethics by the Stoics? Show how Stoicism became the connecting link between paganism and Christianity. Explain the Stoic conception of *natura*.

14. "Stoicism is the most self-contradictory of all ancient systems of philosophy." Explain this.

15. Translate and explain :

(a) ἡ πόλις—γινομένη μὲν οὖν τοῦ ζῆν ἔνεκεν, οὕσα δὲ τοῦ εὖ ζῆν.

(b) τῶν φύσει ἡ πόλις ἐστί, καὶ ὁ ἄνθρωπος φύσει πολιτικὸν ζῶν ἐστί.

(c) ὁ γὰρ βουλευόμενος ἔοικε ζητεῖν καὶ ἀναλύειν τὸν εἰρημένον τρόπον ὥσπερ διάγραμμα· καὶ τὸ ἔσχατον ἐν τῇ ἀναλύσει πρῶτον εἶναι ἐν τῇ γενέσει.

(d) δῆλον γὰρ ὅτι τῶν γε δυνάμεων οὐκ ἔστιν (sc. ἡ εὐδαιμονία).

(e) ἀρετὴ δὲ ἀδέσποτον, ἣν τιμῶν καὶ ἀτιμάζων πλέον καὶ ἔλαττον αὐτῆς ἕκαστος ἕξει· αἰτία ἐλομένου· θεὸς ἀνάτιος·

16. Point out the causes which contributed to the rise of the Post-Aristotelian systems of philosophy. What are the common features of those systems? Explain the philosophical position of Cicero. What is the meaning of: "*Opinionis commenta delet dies, natura iudicia confirmat.*"

17. Translate and explain :

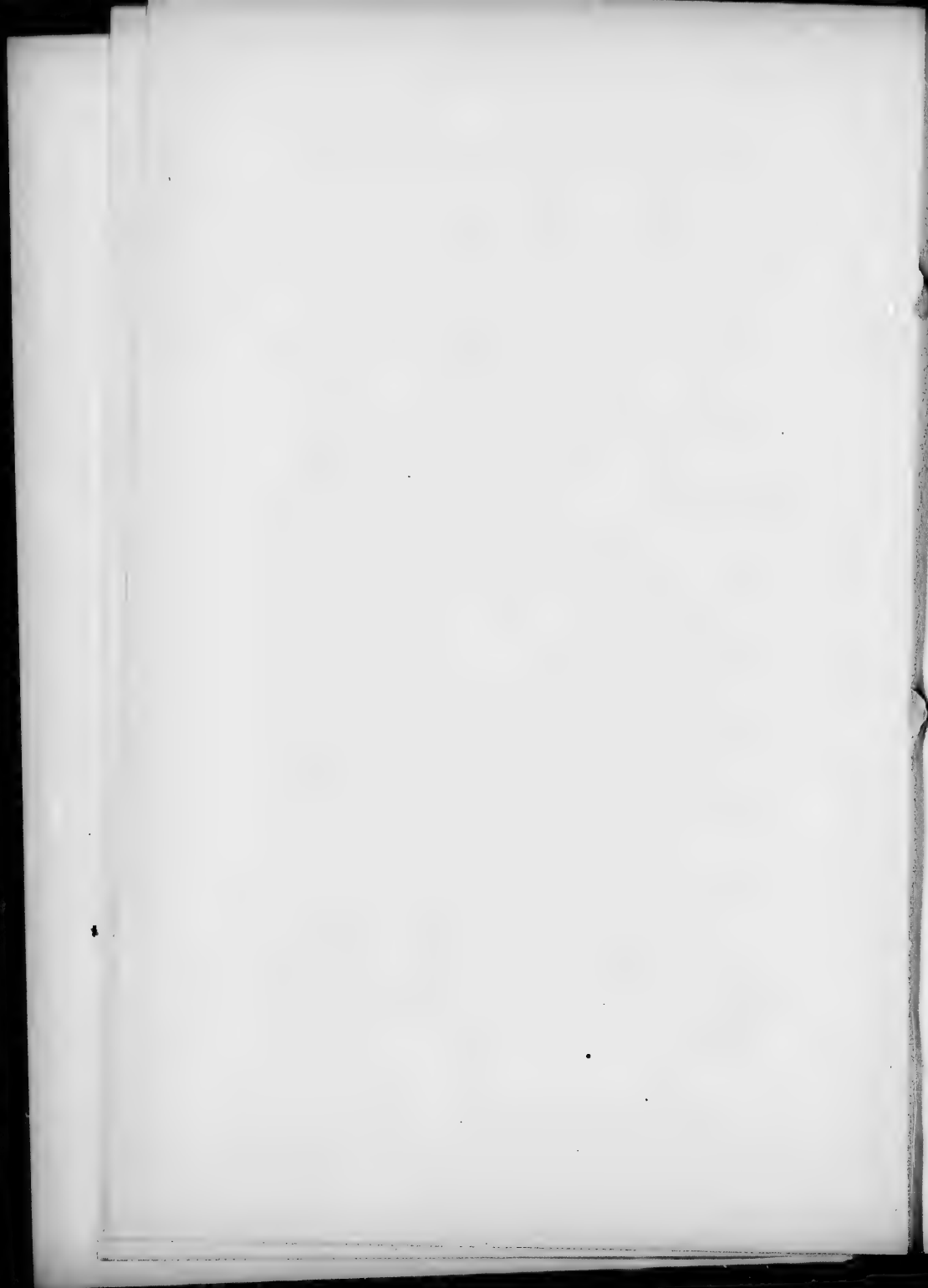
(a) *Quaestio de natura deorum, quae et ad agnitionem animi pulcherrima est, et ad moderandum religionem necessaria.*

(b) *Haec in philosophia ratio contra omnia disserendi nullamque rem aperte iudicandi profecta a Socrate, repetita ab Arcesila, confirmata a Carneade usque ad nostram viguit aetatem.*

(c) *Antiocho enim Stoici cum Peripateticis re concinere videntur, verbis discrepare.*

(d) *Et cum quattuor genera sint corporum, vicissitudine eorum mundi continuata natura est.*

(e) *Magnam molestiam suscepit et minime necessariam primus Zeno, post Cleanthes, deinde Chrysippus, commenticiarum fabularum reddere rationem, vocabulorum, cur quidque ita appellatum sit, causas explicare.*



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ROMAN HISTORY.

HONORS.

Examiner: WILLIAM DALE, M.A.

NOTE.—Any four questions may be omitted.

1. Translate :

Filium eius Paulli, qui ad Cannas, quam tergiversanter perniciosam reipublicae pugnam inierat, tam fortiter in ea mortem obierat. Give an account of the Paullus here described and explain from Livy the meaning of *tergiversanter*.

2. Translate with explanatory notes :

(a) *Nominatae iam antea consulibus provinciae erant ; tum sortiri iussi.*

(b) *Negat consilii rem esse Scipio invenis, fatalis dux huiusce belli. "Audendum atque agendum, non consultandum," ait "in tanto malo esse."*

(c) *Senatus ex equestri ordine post pugnam Cannensem suppletus est.* (Narrate the circumstances of this *lectio* in detail).

3. (a) Give an account of the financial difficulties of Rome during the early years of the 2nd Punic War, so far as can be gathered from Livy's narrative.

(b) What are the difficulties in determining the exact route of Hannibal's passage over the Alps ?

4. Translate :

Remoto Carthaginis metu sublataque imperii aemula, non gradu, sed praecipiti cursu, a virtute descitum, ad vitia transcursum ; vetus disciplina deserta, nova inducta : in somnum a vigiliis, ab armis

ad voluptates, a negotiis in otium conversa civitas
Would you accept this as a true account of the cause, and the progress of the Roman Revolution? Give reasons for your answer, and support your reasons by adducing facts and dates.

5. Describe clearly the political position at Rome during the years B. C. 64 and 63: treating the question under the following heads: (1) The governing party; (2) Pompeius; (3) Cæsar; (4) Cicero; (5) Catilina; (6) Crassus.

6. Translate:

Horum XVI. annorum opera quis, cum universa obversentur oculis animisque omnium, partibus eloquatur? Sacrauit parentem suum Cæsar non imperio, sed religione: non appellavit[eum], sed fecit Deum. Revocata in forum fides, summotæ e foro seditio, ambitio campo, discordia curia; sepultæque ac situ obsitæ iustitia, æquitas, industria civitati redditæ; accessit magistratibus auctoritas, Senatui maiestas, iudiciis gravitas; compressa theatralis seditio; recte faciendi omnibus aut incussa voluntas, imposita necessitas. Honorantur recta, prava puniuntur. Suspicit potentem humilis, non timet. Antecedit, non contemnit, humiliorem potens. Quando annona moderatior? Quando pax laetior? Diffusa in Orientis Occidentisque tractus, et quidquid meridiano aut septentrione finitur, Pax Augusta per (omnia) omnes terrarum orbis angulos a latrociniorum metu servat immunes. Fortuita non civium tantummodo, sed urbium damna Principis munificentia vindicat. Restitutæ urbes Asiae. Vindictæ ab iniuriis magistratuum provinciae. Honor dignis paratissimus. Poena in malos sera, sed aliqua. Superatur acquitate gratia, ambitio virtute. Nam facere recte cives suos Princeps optimus faciendo docet; cumque sit imperio maximus, exemplo maior est.

VELLEIUS, II., c. 126.

Compare this account of the reign of Tiberius with the conception you have formed of that reign from the narrative of Tacitus.

7. Refer to particular facts and circumstances in Tacitus, in order to substantiate or explain or disprove the assertions in this passage from Velleius.

8. Give an account of the various sources of public revenue during the reigns of Augustus and Tiberius, and explain the mode of collection.

9. Give some account of *Junius Blaesus*, *Sallustius Crispus*, *Tacfarinas*, *Lutorius Priscus*, *Cassius Severus*, *Plancina*.

10. Translate and explain :

(a) *Augustus cuncta discordiis civilibus fessa nomine principis sub imperium accepit.*

(b) *Moderante Tiberio ne plures quam quattuor candidatos commendaret, sine repulsa et ambitu designandos.*

(c) *Denis in diem assibus animam et corpus aestimari ; hinc vestem, arma, tentoria, hinc saevitiam centurionum et vacationes munerum redimi.*

(d) *Labeoni, quod praeturam intra stetit, commendatio ex injuria.*

(e) *Hinc Gracchi et Saturnini, turbatores plebis, nec minor largitor nomine senatus Drusus.*

11. State as clearly as possible the advantages and disadvantages respectively that accrued from the establishment of the Empire.

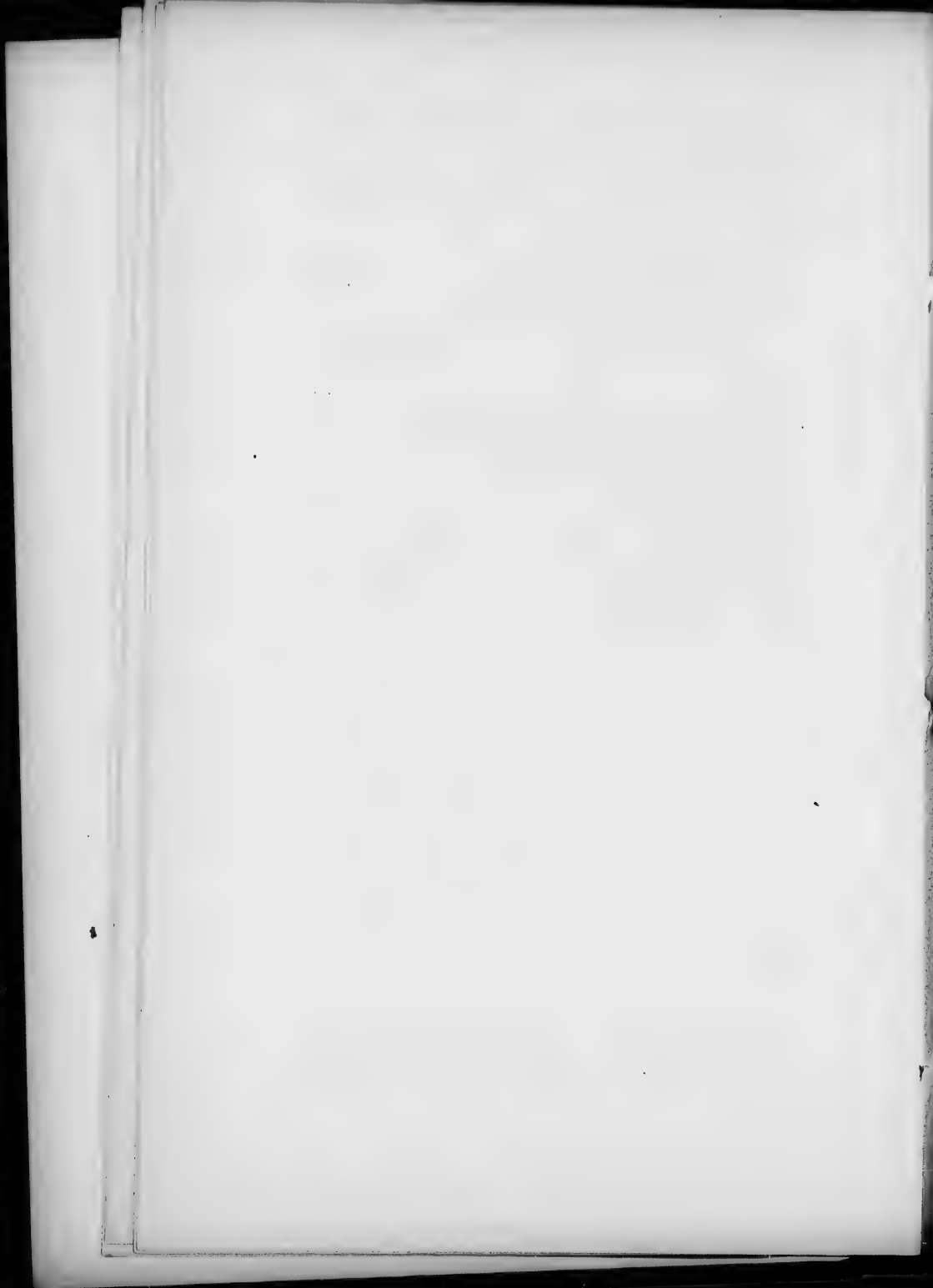
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University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

LATIN.

Examiner: WILLIAM DALE, M.A.

NOTE.—(1) No Candidate will pass who omits the questions on parsing and syntax; in explaining the syntax of verbs explain always the reason for the mood.

(2) Candidates are warned against confining their attention to either one of the two authors prescribed.

1. Translate carefully:

(a) Isdem consulibus atrox odii Agrippina ac Lolliæ infensa, quod secum de matrimonio principis certavisset, molitur crimina et accusatorem, qui obiceret Chaldaeos, magos, interrogatumque Apollinis Clarii simulacrum super nuptiis imperatoris. exim Claudius inaudita rea multa de claritudine eius apud senatum praefatus, sorore L. Volusii genitam, maiorem ei patrum Cottam Messalinum esse, Memmio quondam Regulo nuptam (nam de Gai Caesaris nuptiis consulto reticebat), addidit perniciosam in rem publicam consilia et materiem sceleri detrahendam: proin publicatis bonis cederet Italia. ita quinquagens sesterium ex opibus immensis exuli relictum. et Calpurnia inlustris femina pervertitur, quia formam eius laudeverat princeps, nulla libidine, sed fortuito sermone, unde ira Agrippinae citra ultima stetit. in Lolliam mittitur tribunus, a quo ad mortem adigeretur.

(b) Quindecim dierum alimenta urbi, non amplius, superfuisse constitit, magnaue deum benignitate et modestia hiemis rebus extremis subventum. at hercule olim Italia legionibus longinquas in provincias commeatus portabat, nec nunc infecundi-

tate laboratur. sed Africam potius et Aegyptum
exerceamus, navibusque et casibus vita populi Ro-
mani permissa est.

TACITUS, *Annals* XII.

2. Parse and explain the syntax of :

(a) *Odii, certavisset, obiceret, interrogatum, rea, genitam, consulto, cederet, quinquagiens, sestertium, exuli, ultima, adigeretur.*

(b) *Constitit, rebus, subventum, navibus.*

PLINY.

1. (a) Translate with explanatory notes :

Oblitine sumus ut nuper post adoptionem non
desierit seditio, sed coeperit? Inritamentum istud
irarum et fax tumultus fuisset, nisi incidisset in
te. An dubium est ut dare posset imperium
imperator qui reverentiam amiserat, auctoritate
eius effectum cui dabatur?

PLINY, *Panegyricus*, VIII.

Adoptionem. Explain the meaning in this con-
nection.

(b) Translate :

Memoranda facies! delatorum classis permissa
omnibus ventis coactaque vela tempestatibus
pandere iratosque fluctus sequi, quoscumque in
scopulos detulissent. Iuvabat prospectare statim
a portu sparsa navigia et apud illud ipsum mare
agere principi gratias, qui clementia sua salva
ultionem hominum terrarumque diis maris com-
mondasset. Quantum diversitas temporum posset
tum maxime cognitum est, cum iisdem quibus
antea cautibus innocentissimus quisque nunc
nocentissimus affigeretur.

Ib., chap. XXXV.

*Delatorum * * ventis*; explain the meaning.

(c) Translate:

Cepisti tamen et adfectus nostri et iudicii
experimentum, quantum maximum praesens capere
potuisti, illo die quo sollicitudini pudorique candi-
datorum ita consuluisti ne ullius gaudium alterius
tristitia turbaret. Alii cum laetitia, alii cum spe
recesserunt: multis gratulandum, nemo consolan-
dus fuit. Nec ideo segnius iuvenes nostros
exhortatus es, senatum circumirent, senatui sup-

plicarent, atque ita a principe sperarent honores,
si a senatu petissent. Quo quidem in loco, si
quibus opus exemplo, adiecisti ut te imitarentur.

Ib., chap. LXIX.

2. Parse and explain the syntax of :

(b) *coacta ; detulissent ; statim ; clementia ; pos-*
set ; commendasset : iisdem ; affigeretur.

(c) *pudori ; turbaret ; multis ; gratulandum ;*
consolandus fuit : quibus ; exemplo.

3. Upon what occasion was the *Panegyricus* deli-
vered ? To what extent does Trajan deserve the praises
bestowed on him by Pliny ?

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

LATIN. HONORS.

Examiner: J. C. ROBERTSON, B.A.

I.

1. Translate:

- (a) Nunc et campus et areae
Lenesque sub noctem susurri
Composita repetantur hora,
Nunc et latentis proditor intimo
Gratus puellae risus ab angulo
Pignusque dereptum lacertis
Aut digito male pertinaci.
- (b) Quo pinus ingens albaque populus
Umbram hospitalem consociare amant
Ramis? Quid obliquo laborat
Lympha fugax trepidare rivo?
Huc vina et unguenta et nimium breves
Flores amoenae ferre jube rosae.
- (c) Nulla certior tamen
Rapacis Orci fine destinata
Aula divitem manet
Herum. Quid ultra tendis? Æqua tellus
Pauperi recluditur
Regumque pueris, nec satelles Orci
Callidum Promethea
Revexit auro captus.
- (d) Immunis aram si tetigit manus,
Non sumptuosa blandior hostia
Mollivit aversos Penates
Farre pio et saliente mica.

- (e) Eripe te morae;
 Ne semper uñum Tiber et Æsulæ
 Declive contempleris aruum et
 Telegoni juga parricidæ.
 Fastidiosam desere copiam et
 Molem propinquam nubibus arduis;
 Omitte mirari beatæ
 Fumum et opes strepitumque Romæ.
 (f) Ego apis Matinæ
 More modoque
 Grata carpentis thyma per laborem
 Plurimum circa nemus uvidique
 Tiburis ripas operosa parvus
 Carmina fingo. HORACE, *Odes*.

2. Translate, with a concise statement of the previous context of *a* and *b*:

- (a) Non ego, nobilium scriptorum auditor et ultor,
 Grammaticas ambire tribus et pulpita dignor:
 Hinc illæ lacrimæ. "Spissis indigna theatris
 Scripta pudet recitare et nugis addere pondus,"
 Si dixi: "Rides," ait, "et Jovis auribus ista
 Servas; fidis enim manare poetica mella
 Te solum, tibi pulcher." Ad hæc ego naribus uti
 Formido, et luctantis acuto ne secer ungui,
 "Displicet iste locus," clamo, et diludia posco.
 (b) Caedimur et totidem plagis consumimus hostem
 Lento Samnites ad lumina prima duello.
 Discedo Alcaeus puncto illius; ille meo quis?
 Quis nisi Callimachus? Si plus apposcere visus,
 Fit Minnermus, et optivo cognomine crescit.
 (c) Syllaba longa brevi subjecta vocatur iambus,
 Pes citus; unde etiam trimetris accrescere jussit
 Nomen iambeis, quum senos redderet ictus
 Primus ad extremum similis sibi. Non ita pridem,
 Tardior ut paulo graviorque veniret ad aures,
 Spondeos stabiles in jura paterna recepit
 Commodus et patiens, non ut de sede secunda
 Cederet aut quarta socialiter.

Ibid., Epistles.

3. Translate:

- (a) tandem haurire parat demissis flumina palmis
 Innixus dextro plena trahens umero.
 cuius ut accensæ Dryades candore puellæ
 miratæ solitos destituere choros,

prolapsum leuiter facili traxere liquore :
 tum sonitum raptō corpore fecit Hylas.
 cui procul Alcides iterat responsa ; sed illi
 nomen ab extremis fontibus aura refert.
 his, o Galle, tuos monitus servabis amores,
 formosum Nymphis credere tutus Hylam.

Write a note on the difficulties in the last line.

- (b) *causa peroratast. flentes me surgite, testes,*
dum pretium uitae grata rependit humus.
moribus et caelum patuit : sim digna merendo,
cuius honoratis ossa vehantur auis.

PROPERTIUS.

causa, testes. Explain.

4. Translate :

- (a) *Phaselus ille, quem videtis, hospites,*
Ait fuisse navium celerrimus,
Neque ullius natantis impetum trabis
Nequisse praeterire, sive palmulis
Opus foret volare sive linteo.
- (b) *Sed tamen in tantis maeroribus, Ortale, mitto*
Haec expressa tibi carmina Battiadae,
Ne tua dicta vagis nequiquam credita ventis
Effluxisse meo forte putes animo,
Ut missum sponsi furtivo munere malum
Procurrit casto virginis e gremio,
Quod miserae, oblitae molli sub veste locatum,
Dum adventu matris prosilit, excutitur,
Atque illud prono praeceps agitur decursu,
Huic manat tristi conscius ore rubor.

CATULLUS.

Battiadae. Explain. Ut missum sponsi, etc.
 Show the connection of this simile with the rest of the poem.

II.

1. This ode is not to be translated.

Quid dedicatum poscit Apollinem
Vates ? quid orat de patera novum
Fundens liquorem ? Non opimae
Sardiniae segetes feraces,
Non aestuosae grata Calabriae
Armenta, non aurum aut ebur Indicum,
Non rura, quae Liris quieta
Mordet aqua taciturnus amnis.

Premant Calena falce quibus dedit
Fortuna vitem; dives et aureis
Mercator exsiccet culullis
Vina Syra reparata merce,
Dis carus ipsis, quippe ter et quater
Anno revisens aequor Atlanticum
Impune. Me pascunt olivae,
Me cichorea levesque malvae.
Frui paratis et valido mihi,
Latoë, donec at precor integra
Cum mente nec turpem senectam
Degere nec cithara carentem.

(a) Give in two or three lines the main thought of the ode.

(b) Show how each of the six sentences is connected with, and aids in developing, this main thought.

(c) Show the poetic force or appropriateness of the following words, (*i.e.* how do they add definiteness or emphasis to the development of the leading thought of the ode): novum, opimae, grata, Calena, aureis, Syra, leves, turpem.

(d) Indicate the words that gather special emphasis from their position, and show the appropriateness of this emphasis.

2. Write an estimate of Horace, based upon what the Odes and Epistles reveal to us of him, as (a) a moralist, (b) a literary critic, (c) a courtier.

3. Point out any illustrations you find in the extracts given for translation of the special characteristics of the style of Horace, Propertius, or Catullus.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

LATIN.

HONORS.

Examiner: J. C. ROBERTSON, B.A.

1. Translate:

(a) Arma amens capio; nec sat rationis in armis:
Sed glomerare manum bello et concurrere in arcem
Cum sociis ardent animi. Furor iraque mentem
Præcipitant; pulchrumque mori succurrit in armis.

Ecce autem telis Panthus elapsus Achivum,
Panthus Othryades, arcis Phœbique sacerdos,
Sacra manu victosque deos parvumque nepotem
Ipse trahit, cursuque amens ad limina tendit.
'Quo res summa loco, Panthu? quam prendimus
arcem?'

Vix ea fatus eram, gemitu quum talia reddit:
'Venit summa dies et ineluctabile tempus
Dardaniæ. Fuimus Troës; fuit Ilium et ingens
Gloria Teucrorum. Ferus omnia Jupiter Argos
Transtulit.'

VIRGIL, *Æneid* II.

(b) Incipit effari, mediaque in voce resistit:
Nunc eadem, labente die, convivia quærit,
Iliacosque iterum demens audire labores
Exposcit, pendetque iterum narrantis ab ore.
Post, ubi digressi, lumenque obscura vicissim
Luna premit, suadentque cadentia sidera somnos,
Sola domo mœret vacua, stratisque relictis
Incubat: illum absens absentem auditque videtque
Aut gremio Ascanium, genitoris imagine capta,
Detinet, infandum si fallere possit amorem.

Id. IV

- (c) Quo fessum rapitis, Fabii? tu Maximus ille es,
 Unus qui nobis cunctando restituis rem.
 Excudent alii spirantia mollius æra,
 Credo equidem, vivos ducent de marmore vultus;
 Orabunt causas melius, cœlique meatus
 Describent radio, et surgentia sidera dicent:
 Tu regere imperio populos, Romane, memento;
 Hæ tibi erunt artes: pacisque imponere morem,
 Parcere subjectis, et debellare superbos."

Ib., VI.

- (d) His demum exactis, perfecto munere divæ,
 Devenere locos lætos, et amœna virecta
 Fortunatorum nemorum, sedesque beatas.
 Largior hic campos æther et lumine vestit
 Purpureo, soleinque suum, sua sidera norunt.

Ib., VI.

This last line, says Myers, 'touches with a mysterious forlornness the felicity of the underworld.' Explain how this effect is secured.

- (e) Quem fugis? extremum futo quod te adloquor,
 hoc est.

Ib., VI.

In Book IV., Dido asks Æneas, 'Mene fugis?' What is the difference in meaning or effect?

2. Translate, with brief explanatory notes on the form, force or syntax of the italicised words:

DE.

Ille ad me attinet,

Quando ita vult frater, de istoc ipse *viderit*.

Sed quis illic est quem uideo procul? estne Hægio

Tribulis noster? Si satis cerno, is est herele. uah,

Homo amicus nobis iam inde a *puero*! di boni,

Ne illi modi iam magna nobis ciuium

Penuriast antiqua uirtute ac fide.

Haud cito mali *quid* ortum ex hoc sit publice.

Quam gaudeo! ubi etiam huius generis reliquias

Restare uideo, uiuere etiam nunc lubet.

Opperiar hominem hic, ut salutem et conloquar.

HE. *Pro* di immortales, facinus indignum, Geta!

Quid narras? GE. Sic est factum. HE. Ex illan
 familia

Tam inliberale facinus esse ortum? o Aeschine,

Pol haud paternum istuc dedisti. DE. Videlicet

De psaltria hac audiuit, id illi nunc dolet
Alieno. Pater eius *nil* pendit, ei mihi,
Utinam hic prope adesset alicubi atque audiret
haec!

HE. Nisi facient quae *illos* aequomst, haud sic
auferent.

GE. Si deseris tu, perimus. HE. *Cave dixeris.*

Neque faciam neque me satis pie posse arbitror.

DE. Adibo. Saluere Hegionem plurimum

Iubeo. HE. Oh, te quaerebam ipsum. Salue Demea!

DE. Quid autem? HE. Maior filius tuos Aeschinus,

Quem fratri adoptandum dedisti, neque boni

Neque liberalis *functus* officiumst uiri.

TERENCE, *Adelphi.*

Donatus tells us that in the original by Menander
Hegio's place is taken by a brother of Sostrata. What
has Terence gained by the change?

3. Translate, with brief explanatory notes, where
necessary:

EU. Tibi ego rationem reddam, stimulorum seges?

Illuc regredere ab ostio! illuc, sis. Vide, ut

Incedit! At scin' quomodo tibi res se habet?

Si hodie hercle fustem cepero aut stimulum in
manum,

Testudineum istum tibi ego grandibo gradum.

STA. Utinam me divi adaxint ad suspensum

Potius quidem, quam hoc pacto apud te serviam!

EU. At ut scelesti sola secum murmurat!

Oculos hercle ego istos, improba, effodiam tibi,

Ne me observare possis, quid rerum geram.

Abscede! etiam nunc! etiam nunc! etiam! ohe,

Istic adstato! Si hercle tu ex istoc loco

Digitum transvorsum aut unguem latum excesseris

Aut si respexis, donecum ego te iussero:

Continuo hercle ego te dedam discipulam cruci.

PLAUTUS, *Aulularia.*

4. Translate, with brief explanatory notes where
necessary:

(a) Hic plaudat nitidi praeconis filius inter

Pinnirapi cultos juvenes juvenesque lanistae.

Sic libitum vano, qui nos distinxit, Othoni.

[OVER.]

- (b) *Caecus adulator, dirusque a ponte satelles,
Dignus Aricinos qui mendicaret ad axes,
Blandaue devexae jactaret basia rhedae.
Nemo magis rhombum stupuit: nam plurima
dixit
In laevum conversus: at illi dextra jacebat
Bellua. Sic pugnas Cilicis laudabat et ietus,
Et penna et pueros inde ad velaria raptos.*
- (c) *Quid facias talem sortitus, Pontice, servum?
Nempe in Lucanos aut Tusca ergastula mittas.
At vos, Trojugenae, vobis ignoscitis, et quae
Turpia Cerdoni, Volesos Brutumque decebunt.*
- (d) *Arpinas alius Volscorum, in monte solebat
Poscere mercedes, alieno lassus aratro:
Nodosam post haec frangebat vertice vitem.*
JUVENAL, *Satires* III., IV., VIII.

II.

1. "Such a character as that of Æneas is ill fitted to fill the leading rôle in a poem of action." Explain, and examine how far this is due to Virgil's peculiar character and tastes. Is Æneas' character untrue to nature as well?

2. Illustrate from the satires read Juvenal's standard of conduct, his tastes and his prejudices.

3. "New Comedy is a mixture of Earnestness and Mirth." Show how the New Comedy, as seen in the plays of Plautus and Terence, has equally close relations to Tragedy and the Old Comedy. What new elements did it depict? How was the nature of the plot in the New Comedy affected by its representation on the same stage as Tragedy and the Old Comedy?

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B. A.

LATIN.
HONORS.

Examiner : WILLIAM DALE, M.A.

Translate :

Non enim sumus ii, quibus nihil verum esse videatur, sed ii, qui omnibus veris falsa quaedam adiuncta esse dicamus tanta similitudine, ut in iis nulla insit certa iudicandi et adsentendi nota. Ex quo exstitit illud, multa esse probabilia, quae quamquam non perciperentur, tamen quia visum quendam haberent insignem et inlustrem, iis sapientis vita regeretur.

CICERO, *de Natura Deorum*, I.

1. *ii quibus ; ii qui* What schools are meant.

2 Write brief explanatory notes on *nota, perciperentur, visum quendam*.

Translate :

Videtisne igitur, ut a physicis rebus bene atque utiliter inventis tracta ratio sit ad commenticios et fictos deos ? quae res genuit falsas opiniones erroresque turbulentos et superstitiones paene aniles. Et formae enim nobis deorum et aetates et vestitus ornatusque noti sunt, genera praeterea, coniugia, cognationes omniaque traducta ad similitudinem inbecillitatis humanae ; nam et perturbatis animis inducuntur ; accepimus enim deorum cupiditates, aegritudines, iracundias ; nec vero, ut fabulae ferunt, bellis proeliisque caruerunt, nec solum, ut apud Homerum, cum duo exercitus con-

trarios alii dei ex alia parte defenderent sed etiam, ut cum Titanis, ut cum Gigantibus, sua propria bella gesserunt. Haec et dicuntur et creduntur stultissime et plena sunt futilitatis summaeque levitatis.

De Natura Deorum, II.

1. *Videtisne . . . deos.* Explain briefly.
2. *Perturbatis animis inducuntur.* What is the meaning.

Translate :

Iam vero animum ipsum mentemque hominis, rationem, consilium, prudentiam qui non divina cura perfecta esse perspicit, is his ipsis rebus mihi videtur carere. De quo dum disputarem, tuam mihi dari vellem, Cotta, eloquentiam. Quo enim tu illa modo diceres ! quanta primum intelligentia, deinde consequentium rerum cum primis coniunctio et comprehensio esset in nobis ; ex quo videlicet, quid ex quibusque rebus efficiatur, idque ratione concludimus singulasque res definimus circumscripteque complectimur ; ex quo scientia intellegitur quam vim habeat qualisque sit, quae in deo quidem est res ulla praestantior. Quanta vero illa sunt, quae vos Academici infirmatis et tollitis, quod et sensibus et animo ea, quae extra sunt, percipimus atque comprehendimus !

De Nat. Deor., II.

1. *Expain consequentium rerum : ratione concludimus ; scientia.*

2. *Ea, quae extra sunt.* What is the meaning ?

Translate :

Non animadvertunt, inquit, omnia di, ne reges quidem. Quid est simile ? Reges enim si scientes praetermittunt, magna culpa est ; at deo ne excusatio quidem est inscientiae. Quem vos praeclare defenditis, cum dicitis eam vim deorum esse, ut, etiamsi quis morte poenas sceleris effugerit, expectantur eae poenae a liberis, a nepotibus, a posteris. O miram aequitatem deorum ! Ferretne civitas ulla latorem istius modi legis, ut condemnaretur filius aut nepos, si pater aut avus deliquisset ?

Quinam Tantalidarum internecioni modus Paretur ? aut quaeenam unquam ob mortem Myrtili Poenis luendis dabitur satias supplicii ?

Utrum poetae Stoicos depravarint, an Stoici poetis dederint auctoritatem, non facile dixerim; portenta enim ab utrisque et flagitia dicuntur.

De Nat. Deor. III.

1. Explain the connection of this passage with the general argument.

2. *Poenis luendis.* What case.

Translate :

Ab Athensensibus, locum sepulturae intra urbem ut darent, impetrare non potui, quod religione se impediri dicerent, neque tamen id antea cuiquam concesserant: quod proximum fuit, uti in quo vellemus gymnasio eum sepeliremus, nobis permiserunt. Nos in nobilissimo orbis terrarum gymnasio Academiae locum delegimus ibique eum combussimus posteaque curavimus, ut eidem Athenienses in eodem loco monumentum ei marmoreum faciendum locarent. Ita, quae nostra officia fuerunt pro collegio et pro propinquitate, et vivo et mortuo omnia ei praestitimus. Vale. D. pr. Kal. Iun. Athenis.

CICERO, Epist. ad Famil. IV.

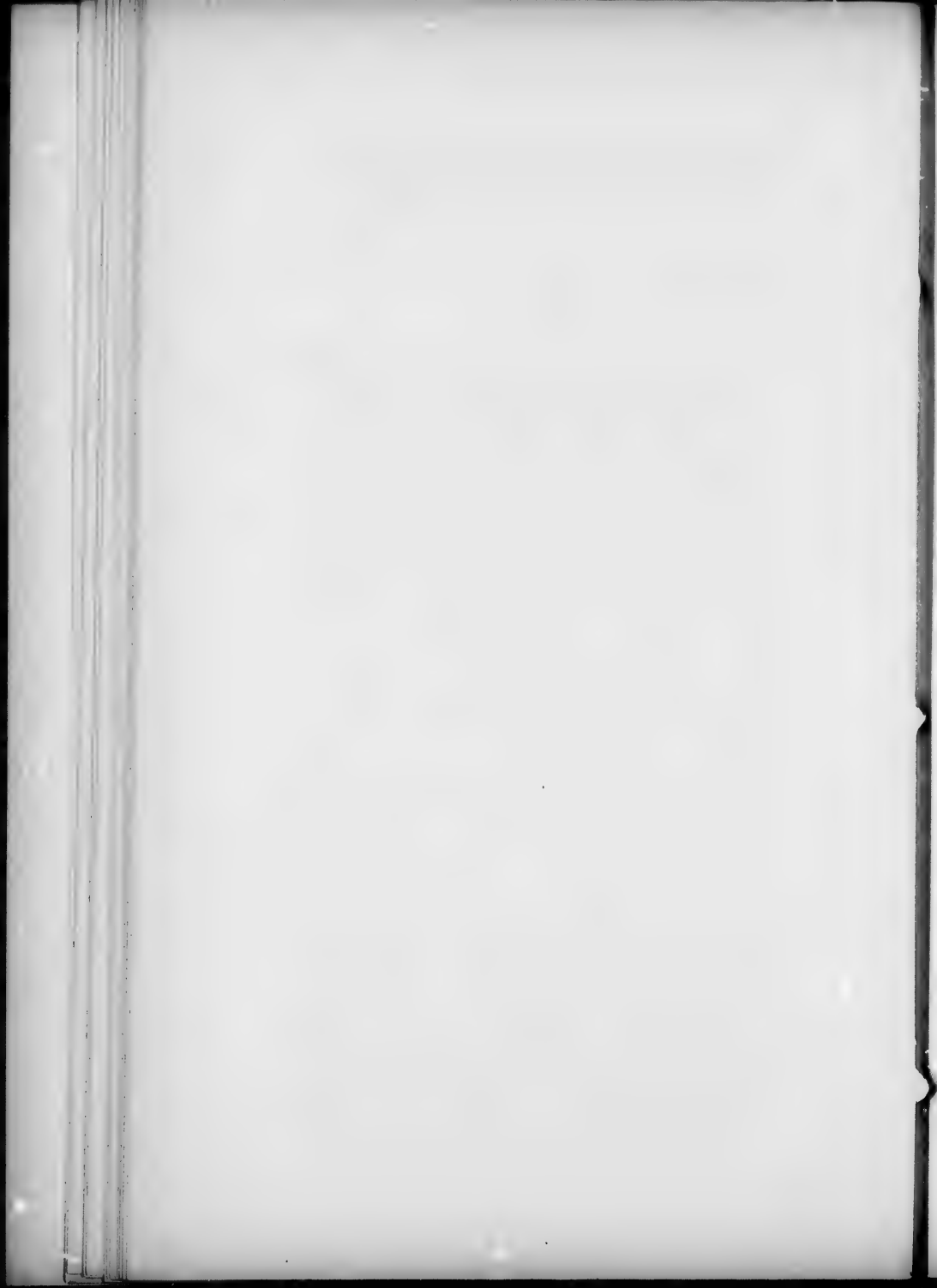
1. *Dicerent.* Explain the mood.

2. Write a brief note explanatory of the extract.

Translate with explanatory notes :

Non nunquam necessitati, quae pars rationis est, parui. Egi enim quasdam a senatu iussus, quo tamen in numero fuerunt ex illa Thraseae divisione, hoc est ad exemplum pertinentes. Adfui Baeticis contra Baebium Massam: quaesitum est an danda esset inquisitio; data est. Adfui rursus isdem querentibus de Caecilio Classico: quaesitum est an provinciales ut socios ministrosque proconsulis plecti oporteret; poenas luerunt. Accusavi Marium Priscum, qui, lege repetundarum damnatus, utebatur clementia legis, cuius severitatem inmanitate criminum excesserat; relegatus est. Tuitus sum Iulium Bassum, ut incustoditum nimis et incautum ita minime malum; iudicibus acceptis in senatu remansit. Dixi proxime pro Vareno, postulante ut sibi invicem evocare testes liceret; impetratum est. In posterum opto ut ea potissimum iubeam quae me deceat vel sponte fecisse. Vale.

PLINY, Epist. VI.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

LATIN. HONORS.

Examiner : WILLIAM DALE, M.A.

1. Translate :

- (a) Consules deinde Fabianis artibus, quum debellare possent, bellum traxisse : id foedus inter omnis nobiles ictum, nec finem ante belli habituros quam consulem vere plebeium, id est hominem novum fecissent : nam plebeios nobiles jam eisdem initiatos esse sacris et contemnere plebem, ex quo contemni a patribus desierint, coepisse : cui non id apparere, id actum et quaesitum esse ut interregnum iniretur, ut in patrum potestate comitia essent ? id consules ambos ad exercitum morando quaesisse, id postea, quia invitis iis dictator esset dictus comitiorum causa, expugnatum esse ut vitiosus dictator per augures fieret : habere igitur interregnum eos, consulatum unum certe plebis Romanae esse : populum liberum habiturum ac daturum ei, qui magis vere vincere quam diu imperare malit.

Ib. XXII., c. 34.

Explain *plebeios nobiles ; eisdem . . . sacris ; interregnum . . . essent ; vitiosus dictator.*

- (b) Primum eos citaverunt qui post Cannensem cladem agitasse de Italia deserenda dicebantur : princeps eorum L. Caecilius Metellus quaestor tum forte erat : jussu deinde eo caeterisque ejusdem noxae reis causam dicere, quum purgari nequissent, pronuntiarunt, verba orationemque eos adversus

rem publicam habuisse, quo conjuratio deserendae Italiae causa fieret. Secundum eos citati nimis callidi exsolvendi jurisjurandi interpretes, qui captivorum ex itinere regressi clam in castra Hannibalis solutum, quod juraverunt redituros, rebantur. His superioribusque illis equi adempti, qui publicum equum habebant, tribuque moti aerarii omnes facti. Neque senatu modo aut equestri ordine regendo cura se censorum tenuit.

Ib. XXIV., c. 18.

Explain *jurisjurandi, publicum equum, aerarii*.

Parse solutum.

2. Translate :

Sed postquam res eorum civibus, moribus, agris aucta, satis prospera satisque pollens videbatur, sicuti pleraque mortalium habentur, invidia ex opulentia orta est. Igitur reges populique finitumi bello tentare, pauci ex amicis auxilio esse; nam ceteri metu perculsi a periculis aberant. At Romani domi militiaeque intenti festinare, parare, alius alium hortari, hostibus obviam ire, libertatem, patriam, parentesque armis tegere. Post, ubi pericula virtute propulerant, sociis atque amicis auxilia portabant, magisque dandis quam accipiendis beneficiis amicitias parabant. Imperium legitimum, nomen imperii regium habebant; delecti, quibus corpus annis infirmum, ingenium sapientia validum erat, reipublicae consultabant; hi vel aetate vel curae similitudine patres appellabantur. Post, ubi regium imperium, quod initio conservandae libertatis atque augendae reipublicae fuerat, in superbiam dominationemque se convortit, immutato more annua imperia binosque imperatores sibi fecere; eo modo minime posse putabant per licentiam inolescere animum humanum.

SALLUST, *Catilina*, c. 6.

Write brief comments on *habentur, legitimum, imperatores, licentiam, more inmutato*.

3. Translate :

(a) Nomen patris patriae Tiberius, a populo saepius ingestum, repudiavit; neque in acta sua iurari quamquam censente senatu permisit, cuncta mortalium incerta, quantoque plus adeptus foret, tanto se magis in lubrico dictitans. non tamen ideo

faciebat fidem civilis animi ; nam legem maiestatis reduxerat, cui nomen apud veteres idem, sed alia in iudicium veniebant, si quis prodicione exercitum aut plebem seditionibus, denique male gesta re publica maiestatem populi Romani minuisset : facta arguebantur, dicta impune erant.

TACITUS, *Annals* I., c. 72.

Write brief comments on *acta, civilis, veteres, maiestatem*.

(b) Ceterum Germanicus aliis quoque miraculis intendit animum, quorum praecipua fuere Memnonis saxea effigies, ubi radiis solis icta est, vocalem sonum reddens, disiectasque inter et vix pervias arenas instar montium eductae pyramides certamine et opibus regum, lacusque effossa humo, superfluentis Nili receptacula ; atque alibi angustiae et profunda altitudo, nullis inquiringentium spatiis penetrabilis. exim ventum Elephantinen ac Syenen, claustra olim Romani imperii, quod nunc rubrum ad mare patescit.

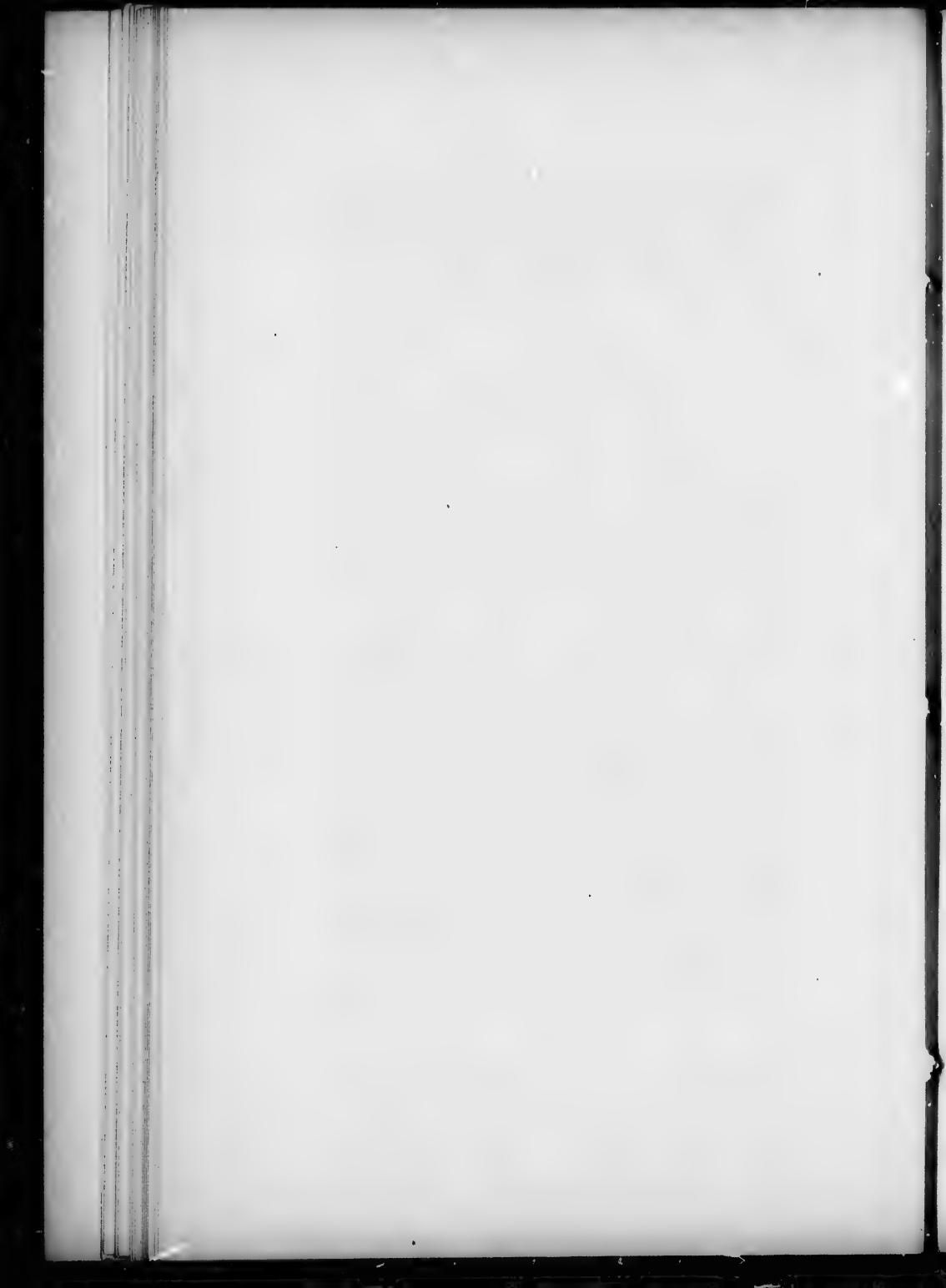
Ib., *Annals* II., c. 61.

Write notes on *Memnonis, eductae, instar, spatia, nunc*.

(c) Sed praecipuus adstricti moris auctor Vespasianus fuit, antiquo ipse cultu victuque. obsequium inde in principem et aemulandi amor validior quam poena ex legibus et metus. nisi forte rebus cunctus inest quidam velut orbis, ut quem ad modum temporum vices, ita morum vertantur ; nec omnia apud priores meliora, sed nostra quoque aetas multa laudis et artium imitanda posteris tulit. verum haec nobis in maiores certamina ex honesto maneant.

Ib., *Annals* III., c. 55.

Write brief comments on *velut orbis, artium, verum . . . maneant*.



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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

LATIN.

TRANSLATION AT SIGHT.

HONORS.

Examiner: J. C. ROBERTSON, B.A.

1. Translate:

- (a) Primum ego me illorum, dederim quibus esse poëtas,
Excerptam numero: neque enim concludere versum
Dixeris esse satis; neque si quis scribat uti nos
Sermoni propria, putes hunc esse poëtam.
Ingenium cui sit, cui mens diviniore atque os
Magna sonaturum, des nominis huius honorem.
Idcirco quidam, comoedia necne poëma
Esset, quaesivere; quod acer spiritus ac vis
Nec verbis nec rebus inest, nisi quod pede certo
Differt sermoni, sermo merus. "At pater ardens
Saevit, quod meretrice nepos insanus amica
Filius uxorem grandi cum dote recuset,
Ebrius et, magnum quod dedecus, ambulet ante
Noctem cum facibus." Numquid Pomponius istis
Audiret leviora, pater si viveret? Ergo
Non satis est puris versum perscribere verbis,
Quem si dissolvas, quivis stomachetur eodem
Quo personatus pacto pater.
- (b) Multas per gentes et multa per aequora vectus
Advenio ad miseras, frater, ad inferias,
Ut te postremo donarem munere mortis
Et mutam nequiquam alloquerer cinerem.

Quandoquidem fortuna mihi tete abstulit ipsum,
Heu miser indigne frater adempte mihi,
Nunc tamen interea haec, prisco quae more parentum
Tradita sunt tristi munere ad inferias,
Accipe fraterno multum manantia fletu,
Atque in perpetuum, frater, ave atque vale.

- (c) Jam primum saxis suspensam hanc aspice rupem :
Disiectae procul ut moles, desertaque montis
Stat domus, et scopuli ingentem traxere ruinam.
Hic spelunca fuit, vasto submota recessu,
Semihominis Caci facies quam dira tenebat,
Solis inaccessam radiis ; semperque recenti
Caede tepebat humus ; foribusque affixa superbis
Ora virum tristi pendebant pallida tabo.
Huic monstro Vulcanus erat pater : illius atros
Ore vomens ignes magna se mole ferebat.
Attulit et nobis aliquando optantibus aetas
Auxilium adventumque dei. Nam maximus ultor,
Tergemini nece Geryonae spoliisque superbus,
Alcides aderat, taurosque hac victor agebat
Ingentes ; vallemque boves amnemque tenebant.
At furiis Caci mens effera, ne quid inausum
Aut intractatum scelerisve dolive fuisset,
Quatuor a stabulis praestanti corpore tauros
Avertit, totidem forma superante juvenecas.
Atque hos, ne qua forent pedibus vestigia rectis,
Cauda in speluncam tractos, versisque viarum
Indiciis raptos, saxo occultabat opaco.
Quaerenti nulla ad speluncam signa ferebant.

- (d) At nunc natus infans delegatur Graeculae alicui
ancillae, cui adiungitur unus aut alter ex omnibus
servis, plerumque vilissimus nec cuiquam serio
ministerio adcommodatus. Horum fabulis et erroribus
teneri statim et rudes animi imbuuntur ; nec
quisquam in tota domo pensi habet quid coram
infante domino aut dicat aut faciat. Quin etiam
ipsi parentes nec probitati neque modestiae par-
vulos adsuefaciunt, sed lasciviae et dicacitati, per
quae paulatim impudentia inrepat et sui alienique
contemptus. Iam vero propria et peculiaria huius
urbis vitia paene in utero matris concipi mihi
videntur, histrionalis favor et gladiatorum equo-
rumque studia ; quibus occupatus et obsessus ani-
mus quantulum loci bonis artibus relinquit ?

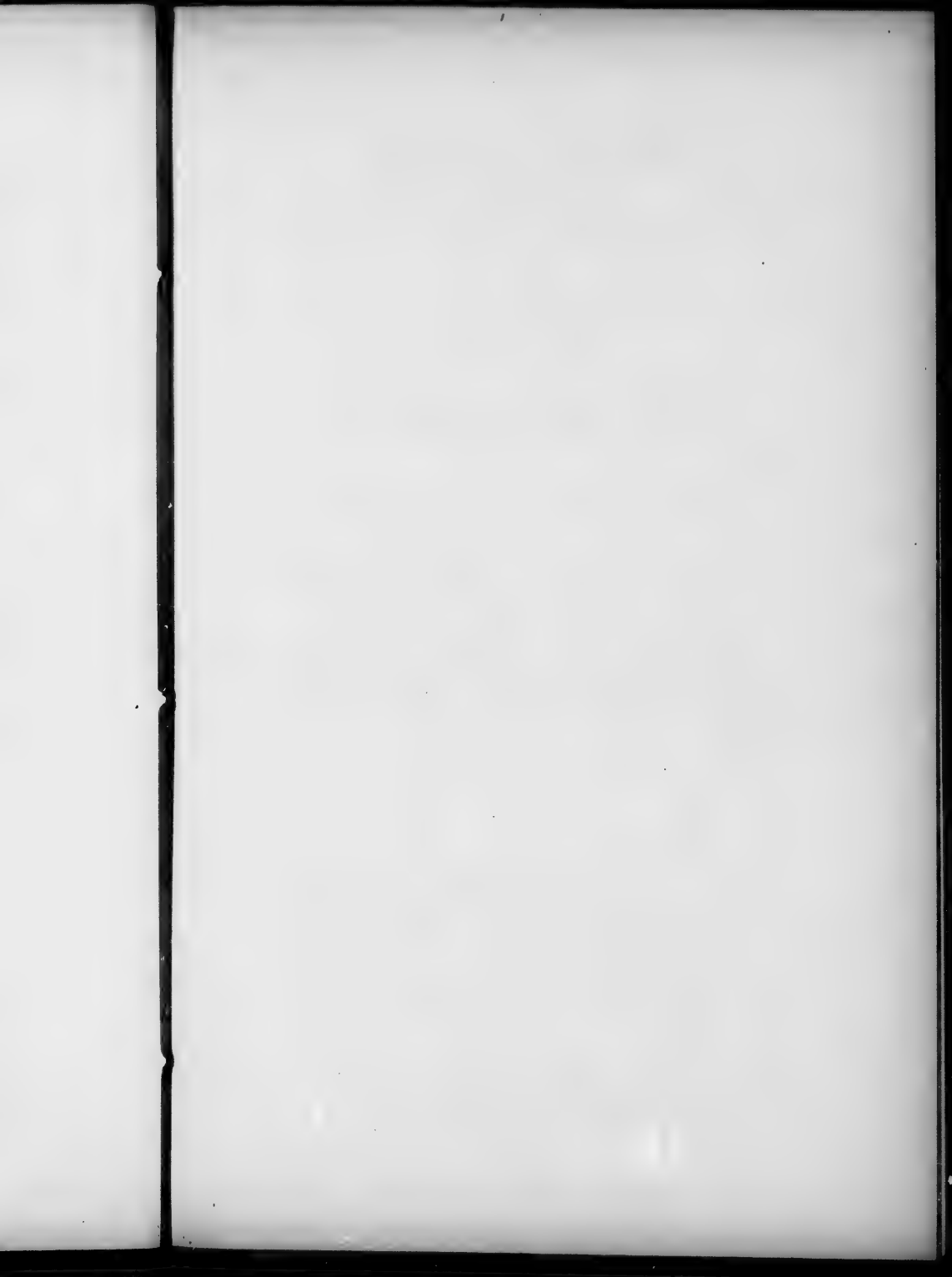
quotum quemque invenies qui domi quicquam aliud loquatur? quos alios adolescentulorum sermones excipimus, si quando auditoria intravimus? ne praeceptores quidem ullas crebriores cum auditoribus suis fabulas habent; colligunt enim discipulos non severitate disciplinae nec ingenii experimento, sed ambitione salutationum et inlecebris adulationis.

(e) L. Iulio Caesare C. Marcio Figulo consulibus filiolo me auctum scito salva Terentia. Abs te tam diu nihil litterarum? Ego de meis ad te rationibus scripsi antea diligenter, hoc tempore Catilinam, competitorem nostrum, defendere cogitamus; iudices habemus, quos volumus, summa accusatoris voluntate. Spero, si absolutus erit, coniunctiorem illum nobis fore in ratione petitionis; sin aliter acciderit, humaniter feremus. Tuo adventu nobis opus est maturo; nam prorsus summa hominum est opinio tuos familiares, nobiles homines, adversarios honori nostro fore: ad eorum voluntatem mihi conciliandam maximo te mihi usui fore video. Qua re Ianuario mense, ut constituisti, cura ut Romae sis.

CICERO.

2. To what authors would you assign selections *a*, *b*, *c* and *d*?





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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ASTRONOMY.

Examiners : { ALFRED T. DELURY, B.A.
 { JOHN MCGOWAN, B.A.

1. Explain the terms, azimuth, altitude, right ascension, declination.

An observer, N. Lat. 30° observes the meridian altitude of a star to be 75° . What would be the meridian altitude of the same star be to an observer, N. Lat. 50° , and what is the declination of the star?

2. Explain how the supposition that the earth rotates about an axis accounts for the apparent motion of the stars, and that this, with a rotation of the earth about the sun, accounts for the apparent motions of the sun.

3. What determines (1) the sidereal day, (2) the solar day.

Explain why the latter is not constant, and define mean solar day.

Calculate in ordinary minutes the approximate difference between a sidereal day and a mean solar day.

4. Account for the Seasons, and explain why the summer is longer than the winter.

5. Explain by means of a diagram why at this time of the year the nights are shorter in Toronto than in New Zealand.

The Sun's N. declination is now 18° ; within what part of the earth's surface will there not be a sunset or a sunrise within 24 hours?

6. Give a short account of the Nebular Hypothesis.

7. State Kepler's Laws.

Supposing the orbits of the planets to be circles, and being given that Mars is 1.6 times as far away from the sun as the earth, find approximately the length of Mars' year in our days.

8. Define Parallax, and shew how having found the parallax of the sun its distance may be calculated.

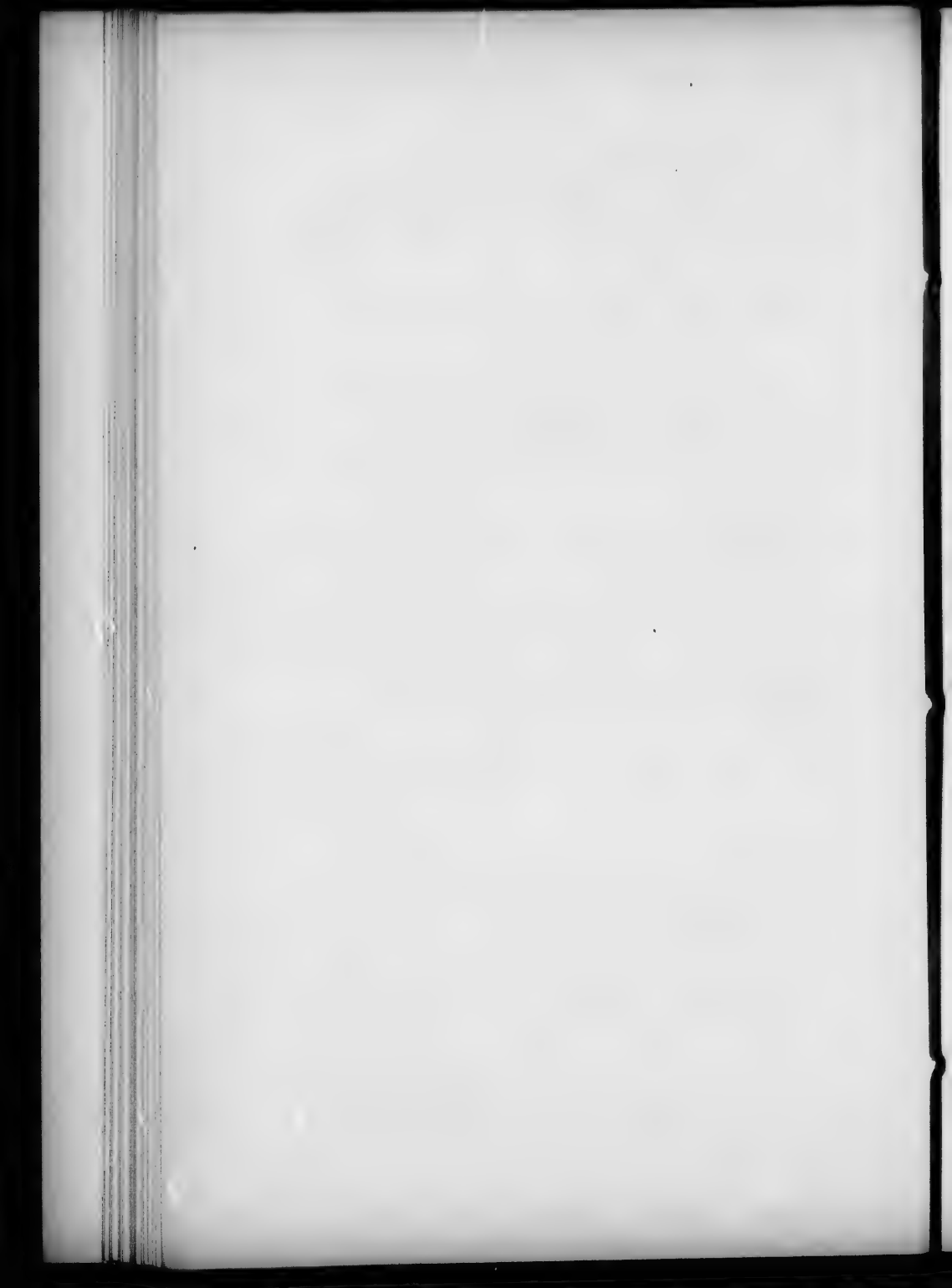
How is the distance of a star found?

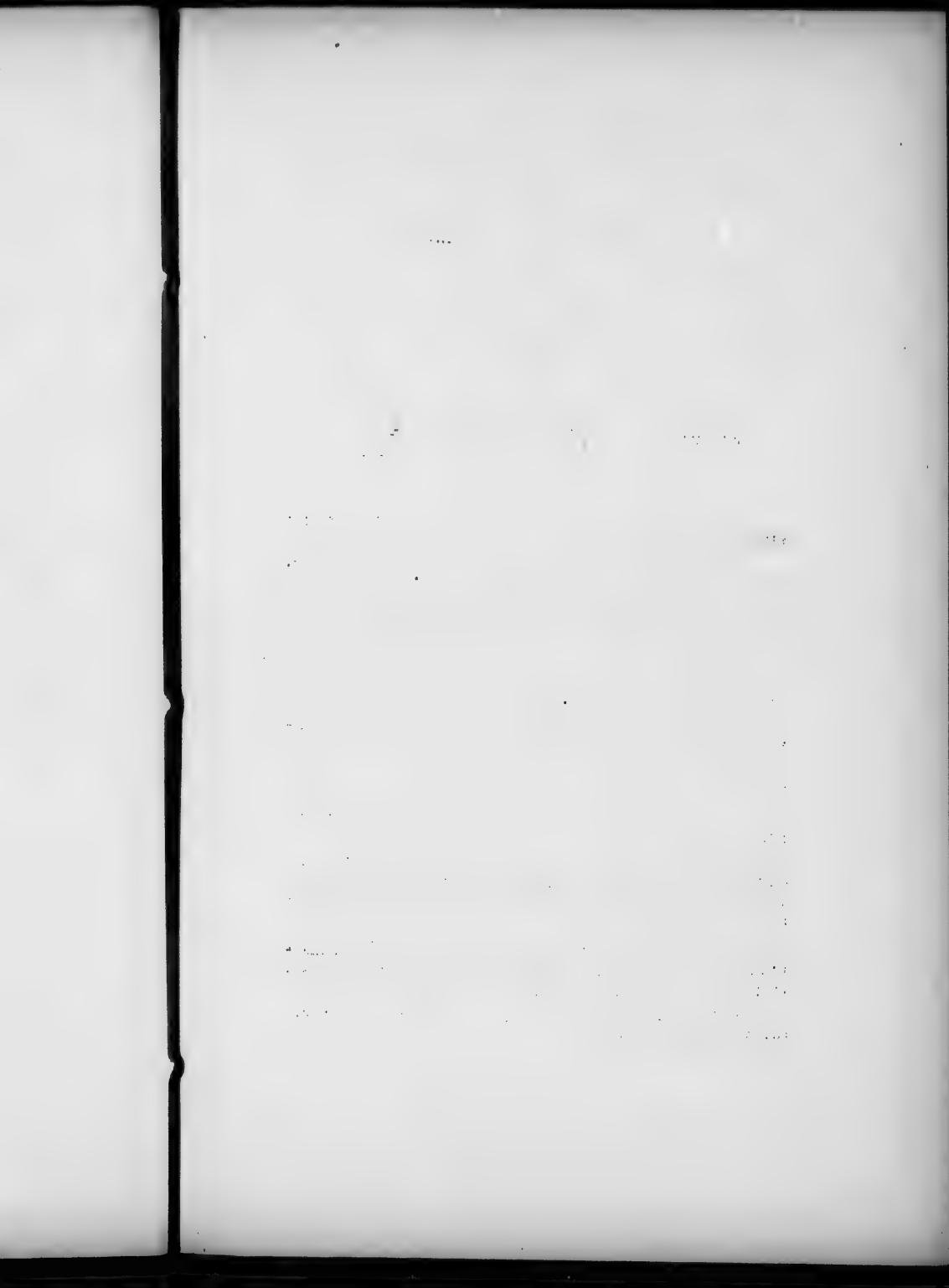
9. What is inferred from each of the following:

(1) The moon is observed to have always the same portion of her surface towards the earth.

(2) Certain spots visible near the centre of the sun's disc are seen further east on the disc day after day; they are seen again in the same place after about 27 days.

10. Explain how it is that eclipses can occur, and why they occur so seldom.





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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ASTRONOMY.

HONORS.

Examiners: { JOHN MCGOWAN, B.A.
ALFRED T. DELURY, B.A.

1. Explain the use of the pendulum in proving that the earth rotates on its axis.

How many hours are required for the revolution of its plane of vibration in latitude 30° ?

2. In the transit instrument find the equatorial intervals of the wires and show how they are employed to correct imperfect observations.

State which stars are best for determining the equatorial intervals, giving reasons.

3. Find the latitude by simultaneous observations of the altitudes of two known stars.

Explain the method of procedure where there is only one observer.

4. Find by Flamsteed's method, the position of the first point of Aries.

Find the latitude of the place at which the greatest angle between the ecliptic and the horizon is a right angle; and at this place find the least angle between the ecliptic and the horizon.

5. Define *mean time* and *equation of time* and calculate the effect on the equation of time of that part which arises from the obliquity of the ecliptic.

Reduce the local time at a given meridian to the corresponding sidereal time.

6. Obtain the general differential equation of refraction, and deduce Bradley's formula.

7. Show how to find the parallax of a body having given its horizontal parallax.

Find the parallax in declination and hour-angle.

8. If T be one year, t the periodic time of a planet, and S their synodical period prove $\frac{1}{t} = \frac{1}{T} \pm \frac{1}{S}$, distinguishing the

CASES.

Show how the stationary positions and the retrograde motions of planets are necessary consequences of the earth's own motion.

Pseudomonas

Journal of Management Inquiry, Vol. 17 No. 4, December 2008
DOI: 10.1177/1056492608325205
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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

MODERN GEOMETRY.

HONORS.

Examiners: { ALFRED T. DELURY, B.A.
JOHN MCGOWAN, B.A.

1. What are the advantages and the disadvantages of trilinear as compared with Cartesian co-ordinates?

A linear equation denotes a straight line.

Using only this theorem and the definition of the co-ordinates, shew what is denoted by $aa + b\beta + c\gamma = 0$.

2. Find the condition that two given straight lines may be perpendicular.

If the general equation of the second degree denotes two straight lines, find the condition that they may be at right angles to each other.

The straight line at infinity is perpendicular to every straight line.

3. Find the equation of the straight line through the intersection of the two lines (l_1, m_1, n_1) (l_2, m_2, n_2) , and parallel to $\gamma = 0$.

The imaginary line

$$(l_1 + il_2) \alpha + (m_1 + im_2) \beta + (n_1 + in_2) \gamma = 0.$$

has only one real point.

4. Obtain the equation of the circle circumscribing the triangle of reference.

All conics through the circular points are circles.

5. Find the equation to a conic inscribed in the triangle of reference.

Find the co-ordinates of the focus of a parabola inscribed in the triangle of reference, and the equation of its directrix.

6. Find the centre of $la^2 + m\beta^2 + n\gamma^2 = 0$.

Form the equation of the tangents to this conic from a given point, and infer the equation of the asymptotes.

7. A straight line cuts a pencil of four lines; shew that the anharmonic ratio of the range on this line is equal to that of the pencil.

How many values has this ratio for different arrangements of the four points?

8. Discuss the equation $\alpha\beta = k\gamma\delta$.

O, A, B, C, D are five points on a conic, O variable and A, B, C, D fixed; shew that the anharmonic ratio of the pencil $\{O, ABCD\}$ is constant.

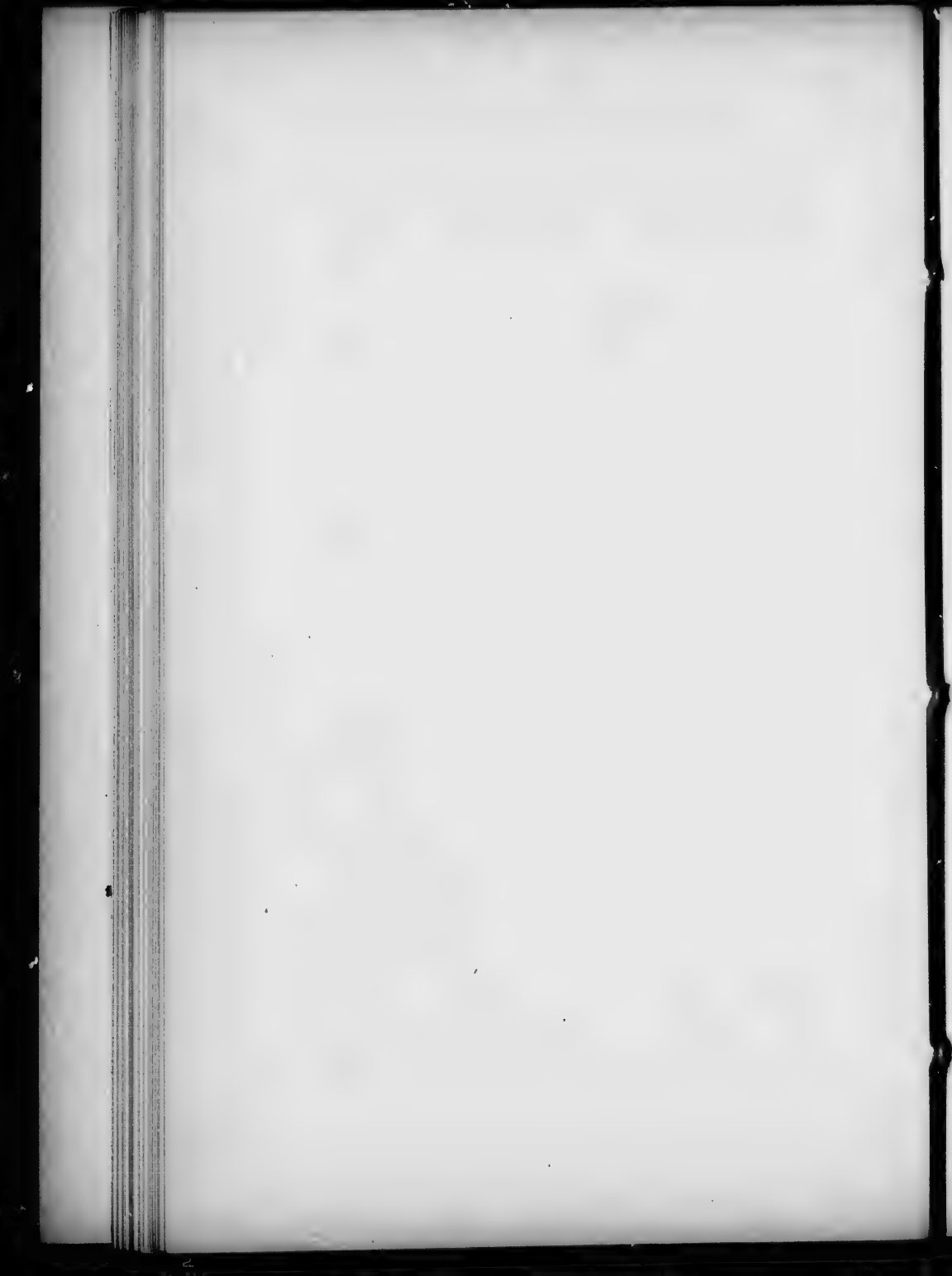
9. Prove Brianchon's theorem, and give an explicit tangential interpretation to the proof.

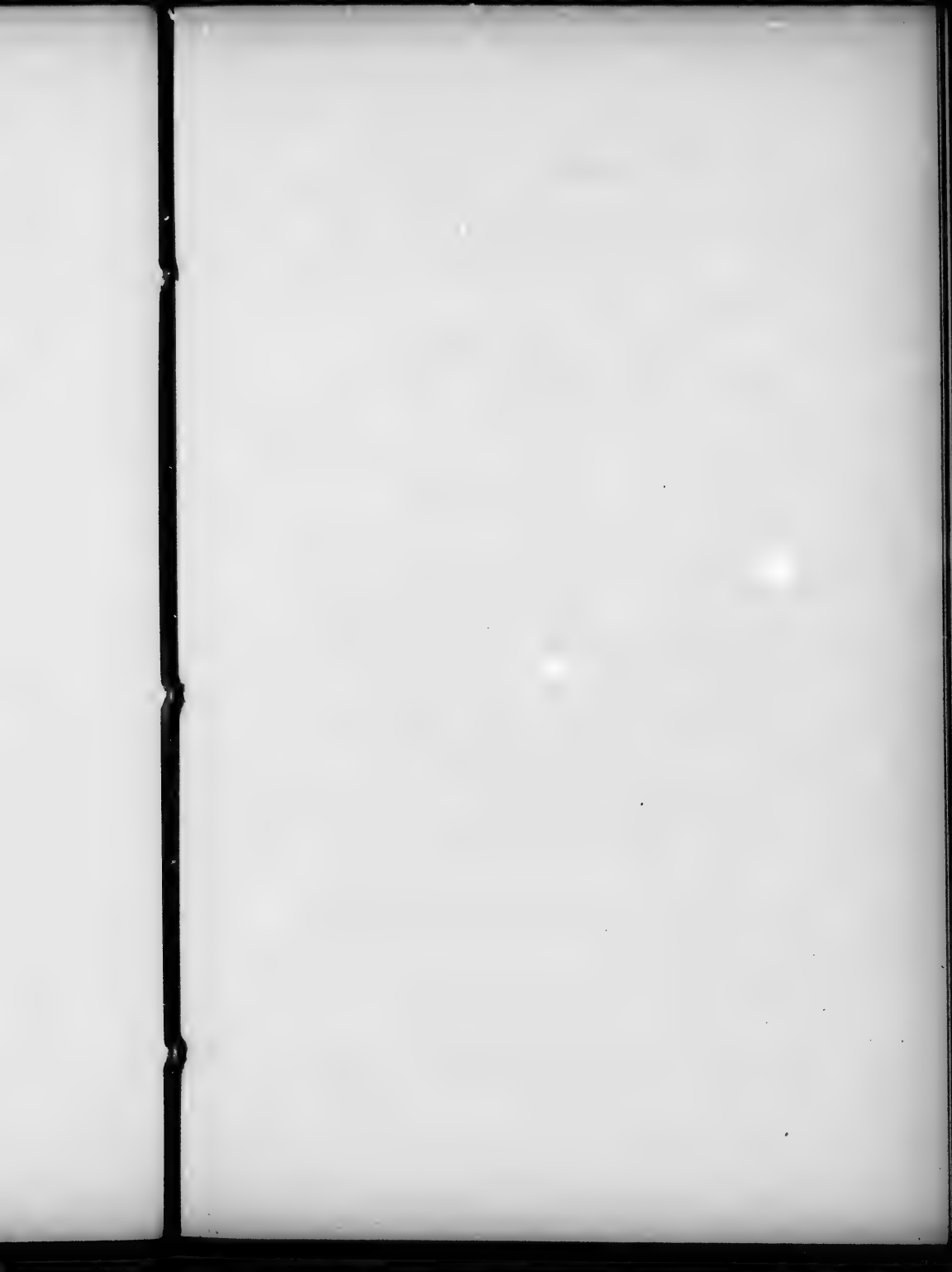
10. Reciprocate, the auxiliary conic being a circle.

(1) "Parallel tangents to a circle touch at the extremities of a diameter" (any origin).

(2) "If two circles have a common part, they cannot have more than two real common tangents" (origin within both circles).

An ellipse reciprocates into an equilateral hyperbola; find the locus of the origin.





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ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

HIGHER PLANE CURVES.

HONORS.

Examiners : { ALFRED T. DE LURY, B.A.
 { JOHN MCGOWAN, B.A.

1. How many conditions determine the general curve of order n ?

Shew that the following forms properly represent the general curve of the second order, and from them infer general properties of conics :

$$(1) (ax + by + 1) (a^1x + b^1y + 1) = c$$

$$(2) (x - a)^2 + (y - \beta)^2 = (ax + by + c)^2$$

$$(3) \left\{ (x - a_1)^2 + (y - \beta_1)^2 \right\}^{\frac{1}{2}} + \left\{ (x - a_2)^2 + (y - \beta_2)^2 \right\}^{\frac{1}{2}} = c$$

Discuss similarly as a cubic form

$$(a_1x + b_1y + c_1z)^3 + (a_2x + b_2y + c_2z)^3 + (a_3x + b_3y + c_3z)^3 = d^3$$

2. If of the n^2 points of intersection of two curves of the n th degree np lie on a curve of the p th degree ($p < n$), the remaining $n(n - p)$ will lie on a curve of the $(n - p)$ th degree.

If two cubics touch each other in three collinear points, their other points of intersection will be collinear.

3. If n is the order of a curve its class is $n(n - 1)$

If the proof were interpreted tangentially it would read, "If n is the class of a curve its degree is $n(n - 1)$." Point out the paradox and state wherein the explanation lies.

4. Write down the analytical conditions for a node, a cusp, and an inflexion.

Define the Hessian, and obtain its equation.

Shew that a double point on the curve is a double point on the Hessian, and that at such a point both curves have the same nodal tangents.

5. A proper curve of degree n cannot have more than $\frac{(n-1)(n-2)}{2}$ double points.

A curve can have its trilinear coordinates expressed as rational integral functions of degree n of a single parameter: (1) find the order of the curve: (2) shew that it has the maximum number of double points.

6. Find the number of normals that can be drawn from a given point to a curve of degree n .

Account for the fact that among curves of the second degree, four normals can be drawn to an ellipse, three to a parabola, two to a circle and two to a pair of lines.

7. Find the envelope of the first polars of points on the curve $xy = a^2$ with respect to the curve $x^3 + y^3 = a^3$.

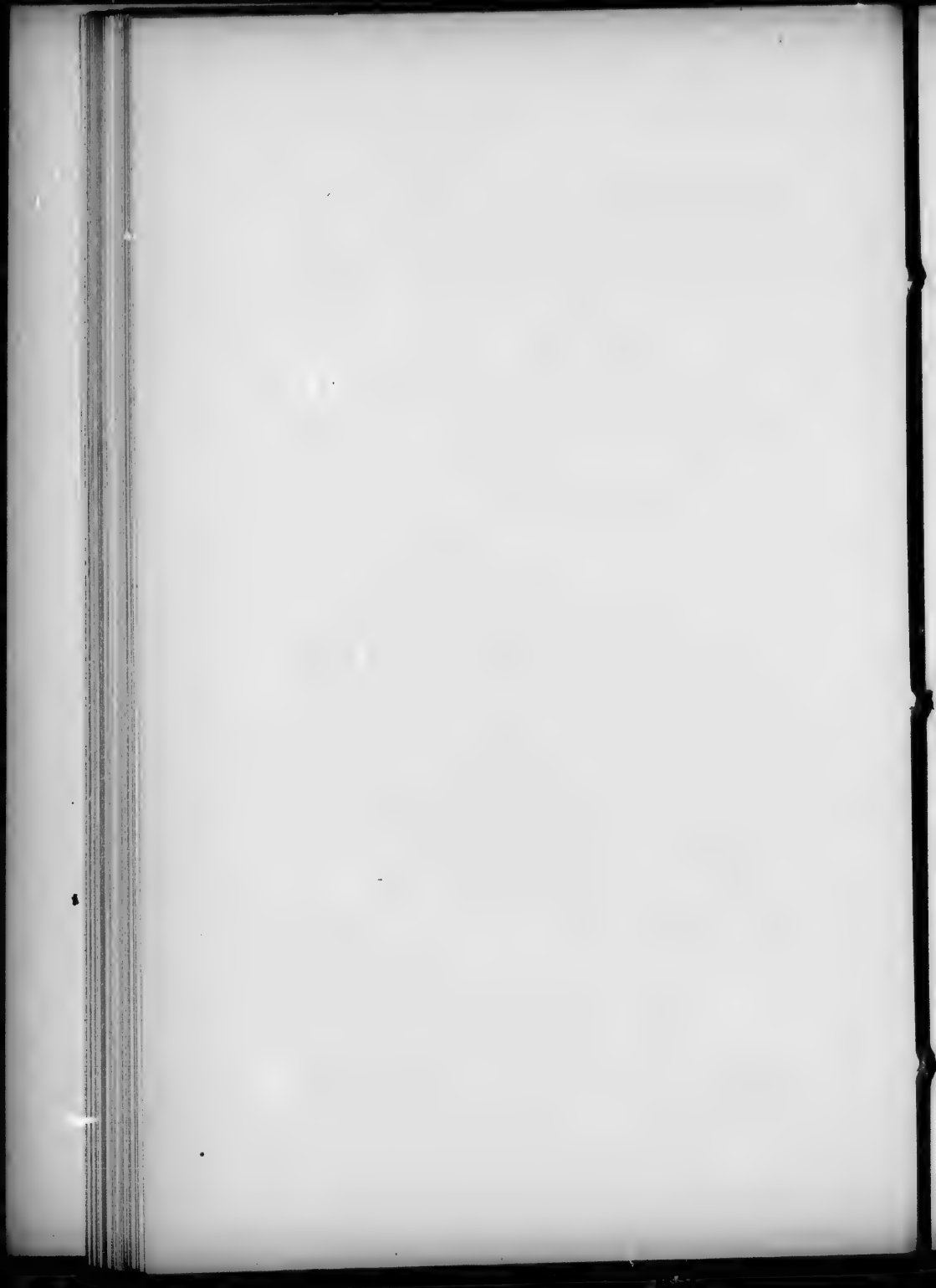
8. Define diameter, and in the general curve find the equation of the diameter corresponding to a given direction.

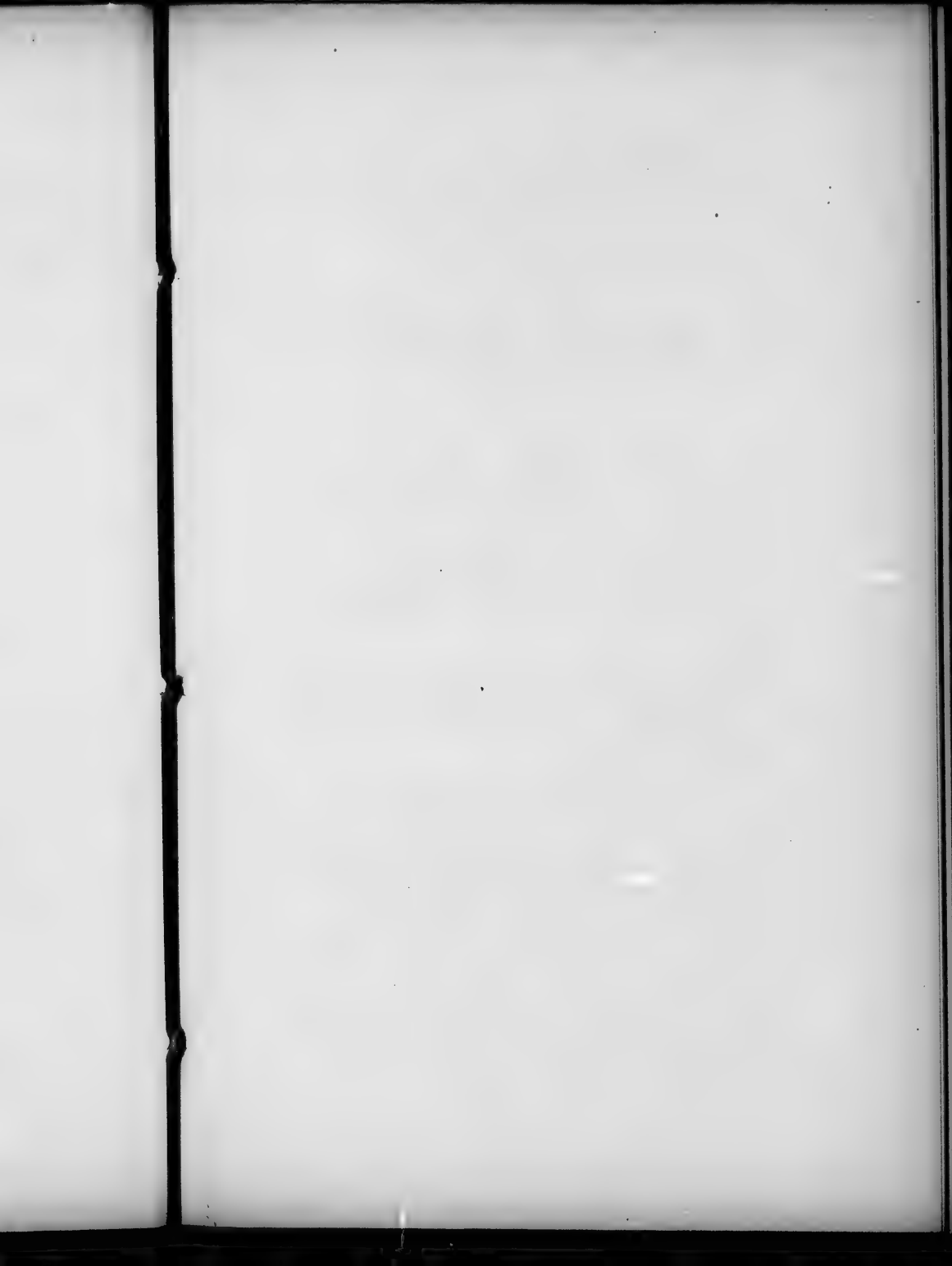
The locus of the poles of the diameters of the folium of Descartes, $x^3 + y^3 - 3axy = 0$, is a folium, and prove that this last folium is the Hessian of the original curve turned round the double point through an angle π .

9. Discuss the number and the nature of the foci of a curve of the n th class which touches the line at infinity g times and has both I and J as f -tuple points.

Find the number and position of the foci of the lemniscate $(x^2 + y^2)^2 - a^2(x^2 - y^2) = 0$

Shew that every focus of a curve is a focus of its evolute.





University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

DIFFERENTIAL EQUATIONS.

HONORS.

Examiners: { JOHN MCGOWAN, B.A.
ALFRED T. DELURY, B.A.

1. A differential equation of the n^{th} order has n , and cannot have more than n , independent first integrals.

Explain by geometry why two independent constants must appear in the solution of the equation of the second order.

2. Define *singular solution*, and state the classes of equations which do not produce singular solutions.

What different loci does a discussion of the differential equation alone give.

Find the singular solution of

$$p^2y^2 - 2pxy + 2y^2 - x^2 = 0$$

and also its complete primitive, and compare the results.

3. The primitive of a linear equation consists of two parts: (1) a particular integral of the equation; (2) the primitive of the equation when the right hand side is made zero.

If a single particular solution of $\phi(D)y = 0$ be known the order of the equation $\phi(D)y = V$ can be lowered by unity.

4. In finding a particular integral of $\phi(D)y = V$, if $\{\phi(D)\}^{-1} = \alpha D^{-k} (1 + A_1 D + A_2 D^2 + \&c.)$ and V be of the n^{th} degree in x , the series $(1 + A_1 D + A_2 D^2 + \&c.)$ may have the terms of higher order than D^n neglected.

Solve $D^2(D-1)y = x^2 e^x$.

5. Show how to solve equations which express a relation between two differential co-efficients, also those from which the variable x is absent.

Solve the equation

$$(a^2 - x^2) \frac{d^2y}{dx^2} - \frac{a^2}{x} \cdot \frac{dy}{dx} + \frac{x^2}{a} = 0$$

by changing the independent variable.

6. Find the two series, one finite and the other infinite, which are particular solutions of Legendre's equation

$$(1 - x^2) \frac{d^2y}{dx^2} - 2x \frac{dy}{dx} + n(n + 1)y = 0 \text{ when } n \text{ is a positive integer.}$$

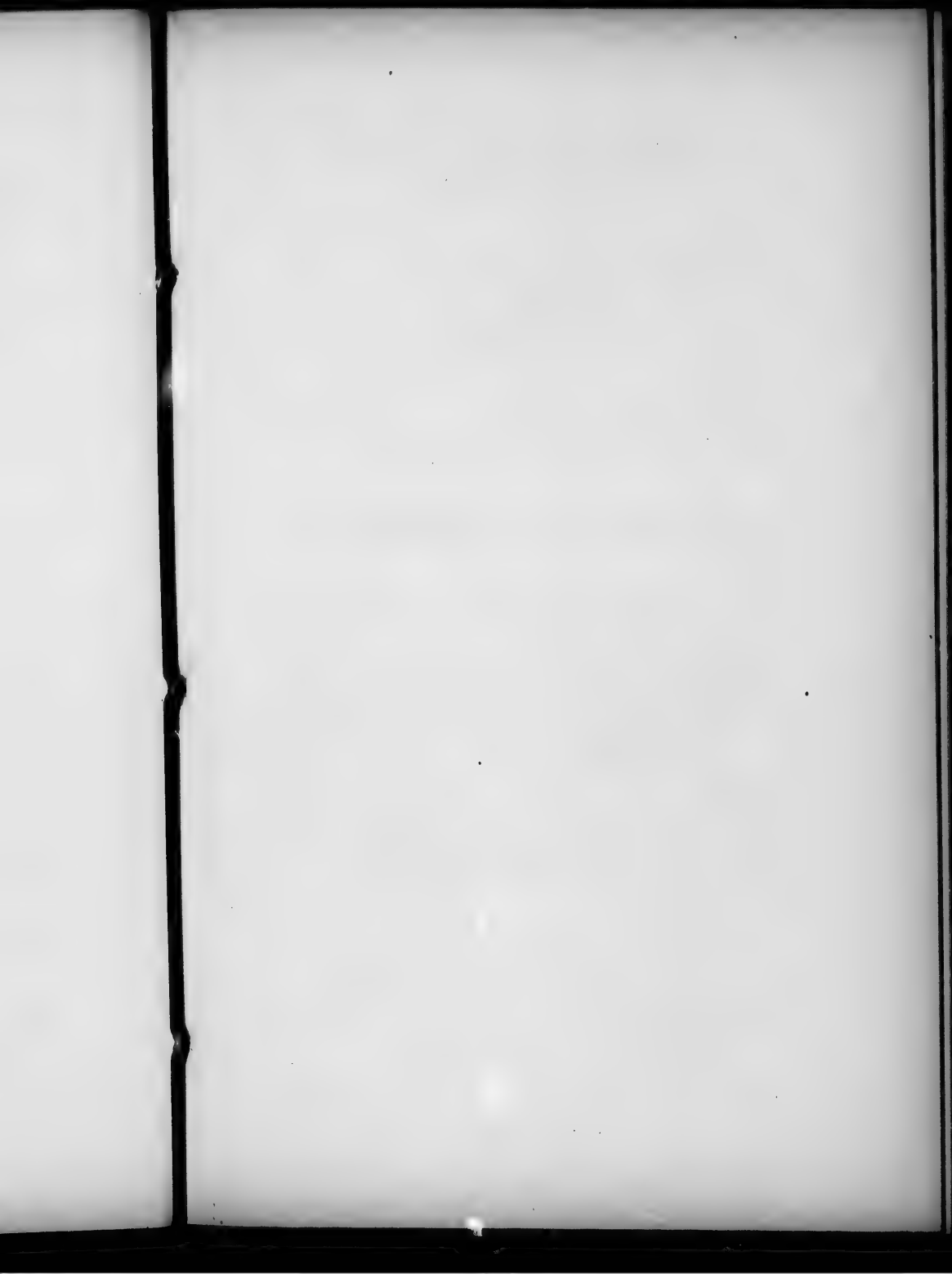
7. Show how to find the trajectory of a system of curves.

Find the orthogonal trajectory of $r^2 = a^2 \cos 2\theta$.

8. Deduce the condition that $Pdx + Qdy + Rdz = 0$ may be derived from a single primitive; and show geometrically that this is a particular case, the more general one being that in which it is derived from two equations.

Solve the equation $(y + z) dx + dy + dz = 0$.





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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

QUATERNIONS.

HONORS.

Examiners: { ALFRED DE LURY, B.A.
JOHN MCGOWAN, B.A.

1. If $a_1, a_2, \dots, a_n$ are known vectors, and $p_1, p_2, \dots, p_n$ known functions of two independent parameters, the equation $\rho = p_1 a_1 + p_2 a_2 + \dots + p_n a_n$ denotes a surface.

u, β, γ are non-coplanar vectors; shew that if $x^2 + y^2 + z^2 = 0$, the equation $\rho = yzu + x\beta + xy\gamma$ denotes a cone of the fourth order.

2. u, β, γ are coinitial coplanar vectors; shew that if $xu + y\beta + z\gamma = 0$ where $x + y + z = 0$, these vectors terminate in a straight line.

The mid-points of the diagonals of a complete quadrilateral lie on a straight line.

3. Define quaternion and shew that it involves four numbers.

Exhibit a quaternion (1) as the sum of a scalar and a vector, (2) as the product of a tensor and a versor.

p and q are two quaternions; shew that in general pq is not equivalent to qp . When are they the same?

4. Interpret $a\beta$ and shew its relation to $\beta a, \frac{\beta}{a}, \frac{a}{\beta}$.

What inferences from the following equations:

$$Va\beta = 0; Sa\beta = 0; Sa\beta\gamma = 0 \quad p^2 = -1; p^2 = q^2?$$

5. Find the equation of the straight line through a given point and perpendicular to a given plane.

Find also the length of this perpendicular.

Find the equation of the plane through three given points.

6. Shew that the equation of the circle whose centre is given by the vector γ and whose radius is a is

$$\rho^2 - 2S\gamma\rho + \gamma^2 + a^2 = 0.$$

Interpret $\rho^2 - 2S\gamma\rho + \gamma^2 + a^2$ when ρ is not a vector to the curve.

If P be any point on a circle, O any fixed point, the locus of the point in which the tangent at P intersects the line which bisects OP at right angles is a straight line.

7. For the ellipse $S\rho\varphi\rho = 1$ find

(1) The condition that two given vectors may be parallel to conjugate diameters.

(2) The locus of a point T which moves so that the perpendicular from the centre on the polar of T , is constant.

8. The general scalar equation of the second degree denotes a surface of the second order.

Find the equation of the tangent cone from a given point to the ellipsoid $S\rho\varphi\rho = 1$.

9. Find the equation of the polar reciprocal of

$$\rho = \frac{y^2}{4a} a + y\beta,$$

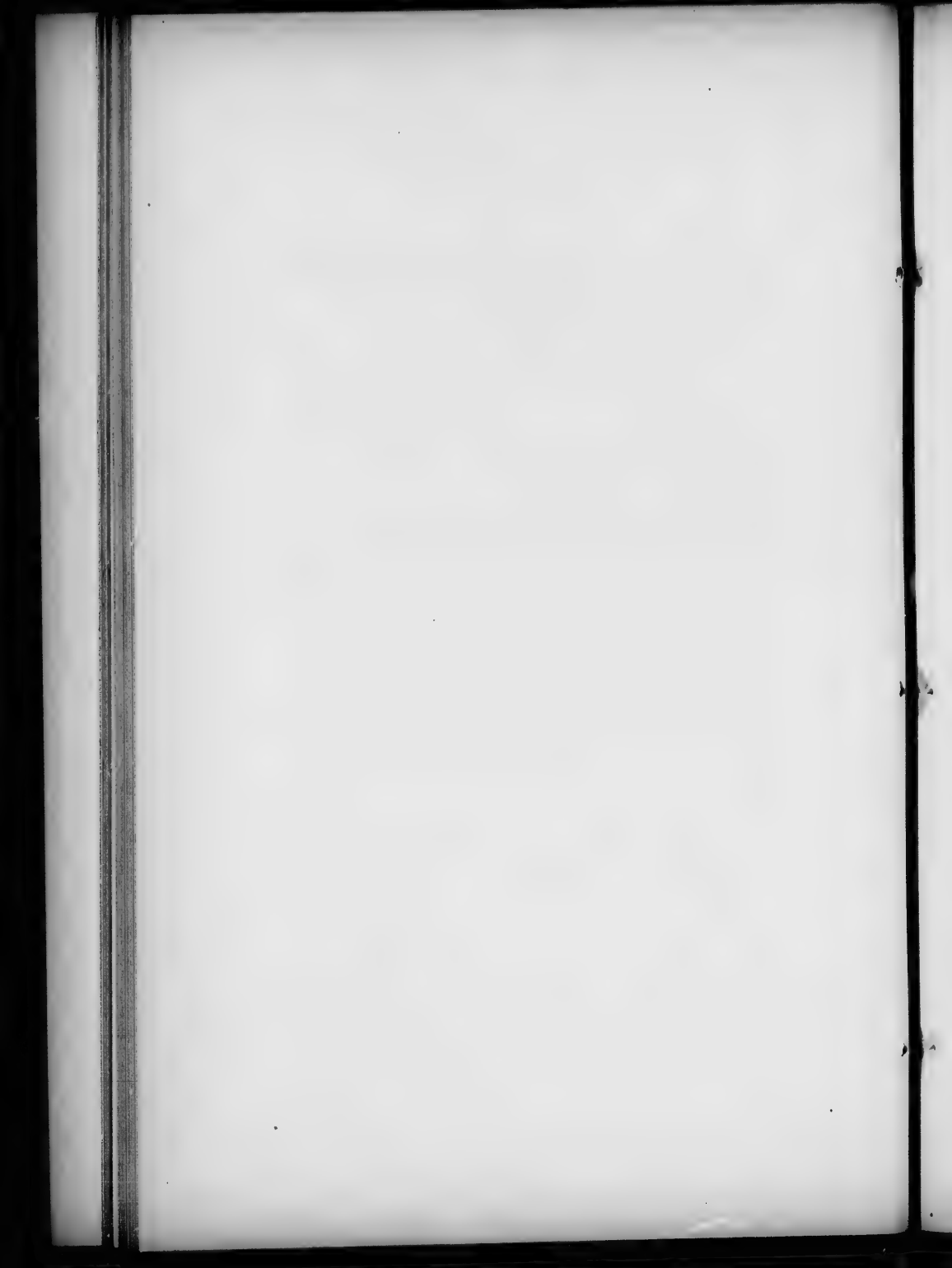
the origin being the vertex, and the auxiliary circle being of unit radius.

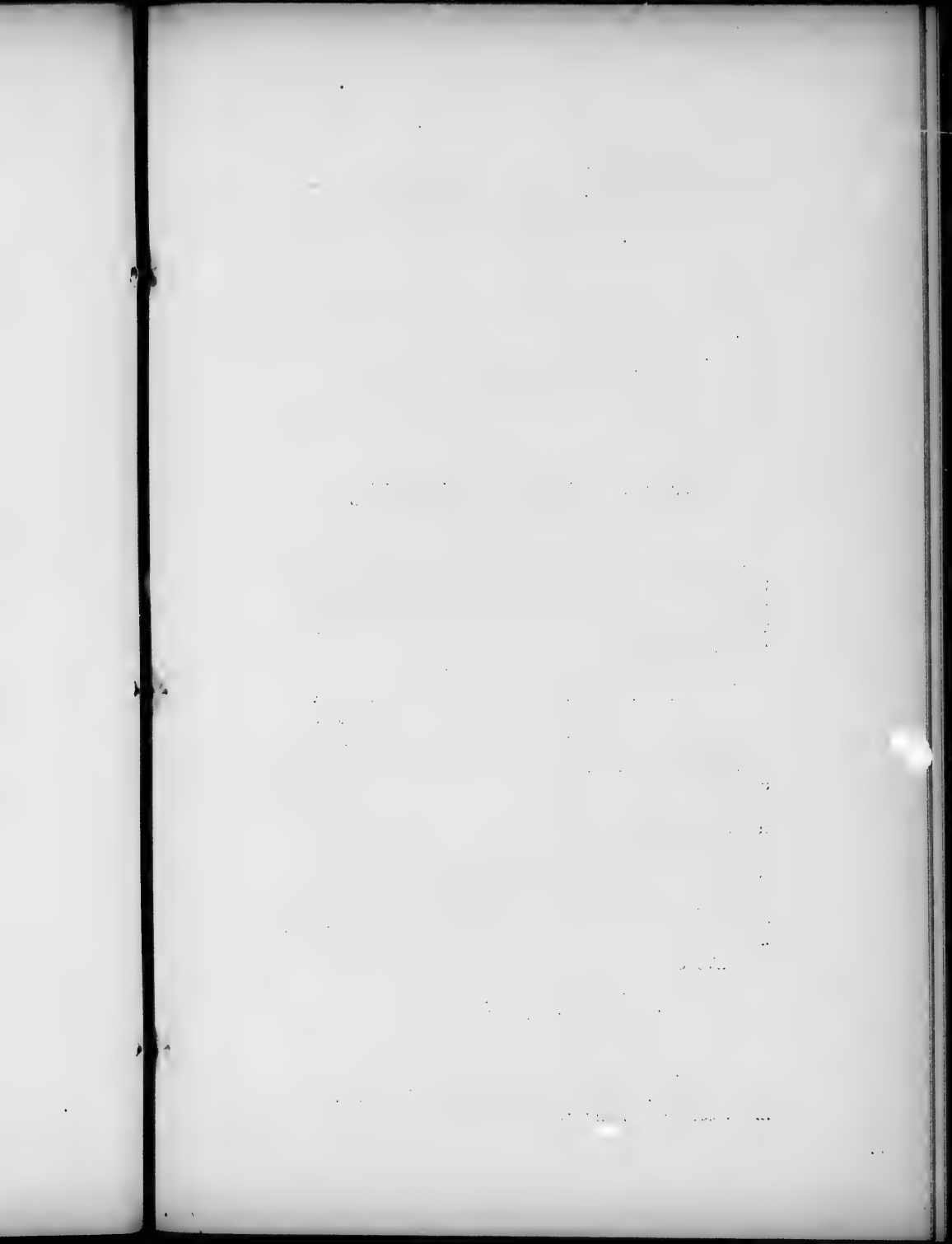
10. Prove (1) $\delta Sa\beta\gamma = Va\beta.S\gamma\delta + V\beta\gamma.Sa\delta + V\gamma a.S\beta\delta$

(2) $S(Va\beta V\gamma\delta) = Sa\delta.S\beta\gamma - Sa\gamma.S\beta\delta$.

If the sides of a spherical quadrilateral taken in order are a, b, c, d , shew that the diagonals δ and δ^1 , intersect at an angle θ given by the equation

$$\cos \theta = \frac{\cos a \cos c - \cos b \cos d}{\sin \delta \sin \delta^1}$$





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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

HIGHER ALGEBRA.

HONORS.

Examiners: { JOHN MCGOWAN, B.A.
ALFRED T. DELURY, B.A.

1. Prove that a determinant remains unchanged in value if the signs of the elements be changed in every alternate member of a set of lines consisting of either diagonal and the lines parallel to it, the diagonal itself being one of the lines left unchanged.

Without reducing the determinants prove

$$\begin{vmatrix} a+b-c & c & c \\ a & b+c-a & a \\ b & b & c+a-b \end{vmatrix} = \begin{vmatrix} a & b & c \\ b & c & a \\ c & a & b \end{vmatrix}$$

2. How many minors of order p has a determinant of order n ?

Prove $|a_{ik}| = \sum a_{ij} A_{ij}$, and show the signs of the terms are determined.

Expand in powers of x the determinant which has x for each constituent of its leading diagonal.

3. Any minor of order p in the system A_{ik} is equal to the complementary minor of its conjugate in A multiplied by A^{p-1} .

Prove

$$\begin{vmatrix} o & x & y & z \\ x & A & H & G \\ y & H & B & F \\ z & G & F & C \end{vmatrix} = \begin{vmatrix} a & h & g \\ h & b & f \\ g & f & c \end{vmatrix}$$

$$(ax^2 + by^2 + cz^2 + 2fyz + 2gax + 2hxy)$$

where $A, H, \dots$ stand for complementary minors of $a, h, \dots$ in the second determinant.

4. The value of any minor of order μ of the determinant $\begin{vmatrix} a_{ik} \\ b_{ik} \end{vmatrix}$, the product of the two determinants $\begin{vmatrix} a_{ik} \\ b_{ik} \end{vmatrix}$ and $\begin{vmatrix} a_{ik} \\ b_{ik} \end{vmatrix}$, can be expressed as the sum of products of corresponding minors of order μ of the determinants $\begin{vmatrix} a_{ik} \\ b_{ik} \end{vmatrix}$ and $\begin{vmatrix} a_{ik} \\ b_{ik} \end{vmatrix}$.

5. A skew symmetrical determinant of odd order vanishes and of even order is a perfect square.

Find the number of terms in the square root of this latter determinant.

6. A cubic determinant can be expressed as the product of n factors lineo-linear in two sets of alternate units, and is the sum of $\lfloor n \rfloor$ ordinary determinants each of order n .

7. Show how to eliminate x between the equations

$$\begin{aligned} a_0 + a_1 x + a_2 x^2 + \dots + a_n x^n &= 0 \\ b_0 + b_1 x + b_2 x^2 + \dots + b_n x^n &= 0. \end{aligned}$$

If these equations are homogeneous in x, y and z the resultant of elimination will be of order mn in y and z .

8. If $f_i(x) = a_{1i}x^{n-1} + a_{2i}x^{n-2} + \dots + a_{ni}$ prove

$$|f_i(x_i)| = |a_{ik}| \zeta^i(x_1, x_2, \dots, x_n).$$

9. If the coordinates of the angular points of a tetrahedron are $(x_1, y_1, z_1) \dots (x_4, y_4, z_4)$ and its volume is V ;

$$6V = \begin{vmatrix} 1 & 1 & 1 & 1 \\ x_1 & x_2 & x_3 & x_4 \\ y_1 & y_2 & y_3 & y_4 \\ z_1 & z_2 & z_3 & z_4 \end{vmatrix}.$$

By taking the origin of coordinates at the centre of a circle circumscribed round a triangle whose angular points are (x_1, y_1) &c., show by forming the products of the determinants

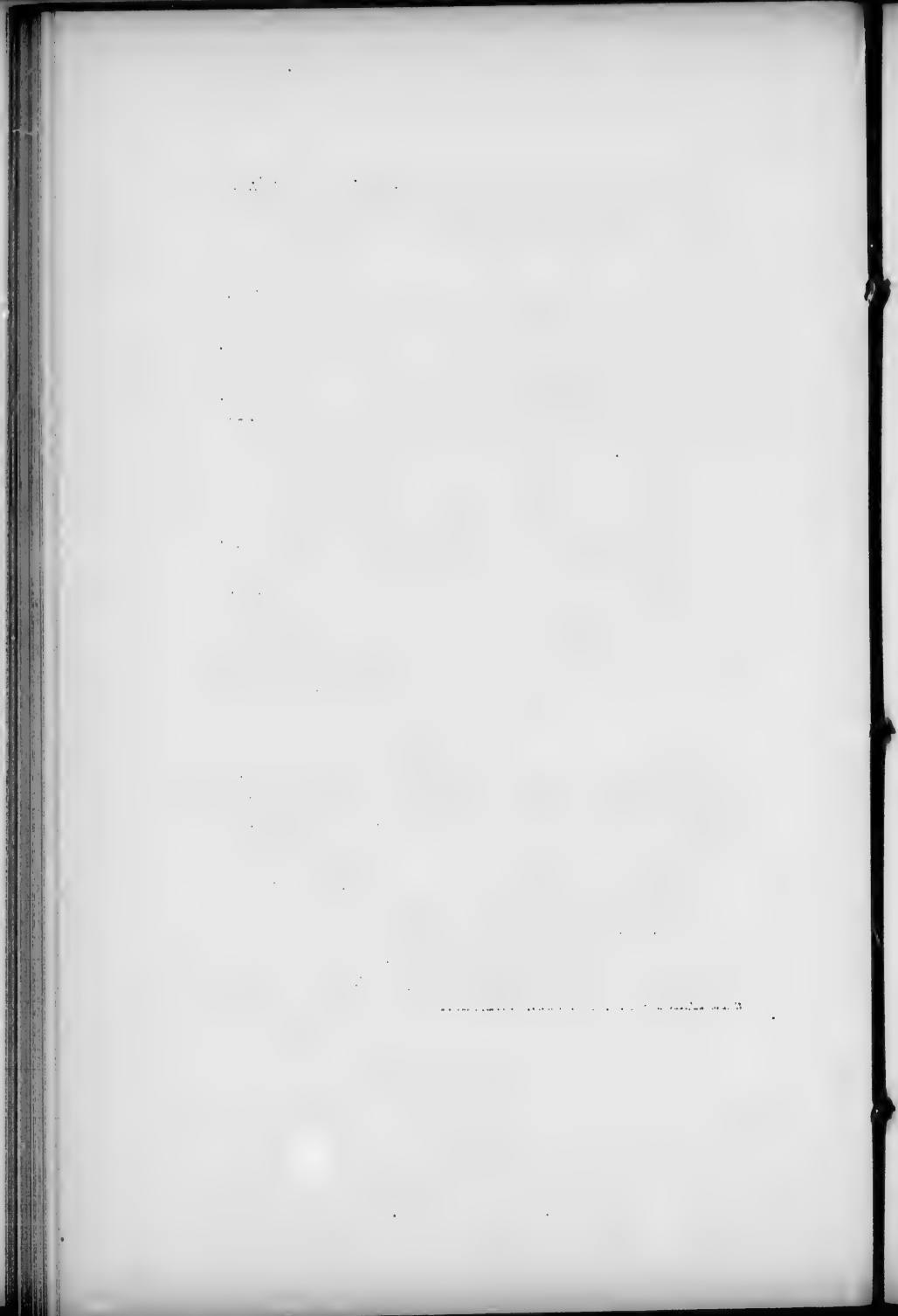
$$\begin{vmatrix} x_1, y_1, R \\ x_2, y_2, R \\ x_3, y_3, R \end{vmatrix}, \begin{vmatrix} x_1, y_1, -R \\ x_2, y_2, -R \\ x_3, y_3, -R \end{vmatrix} \quad \text{that } 4SR = abc.$$

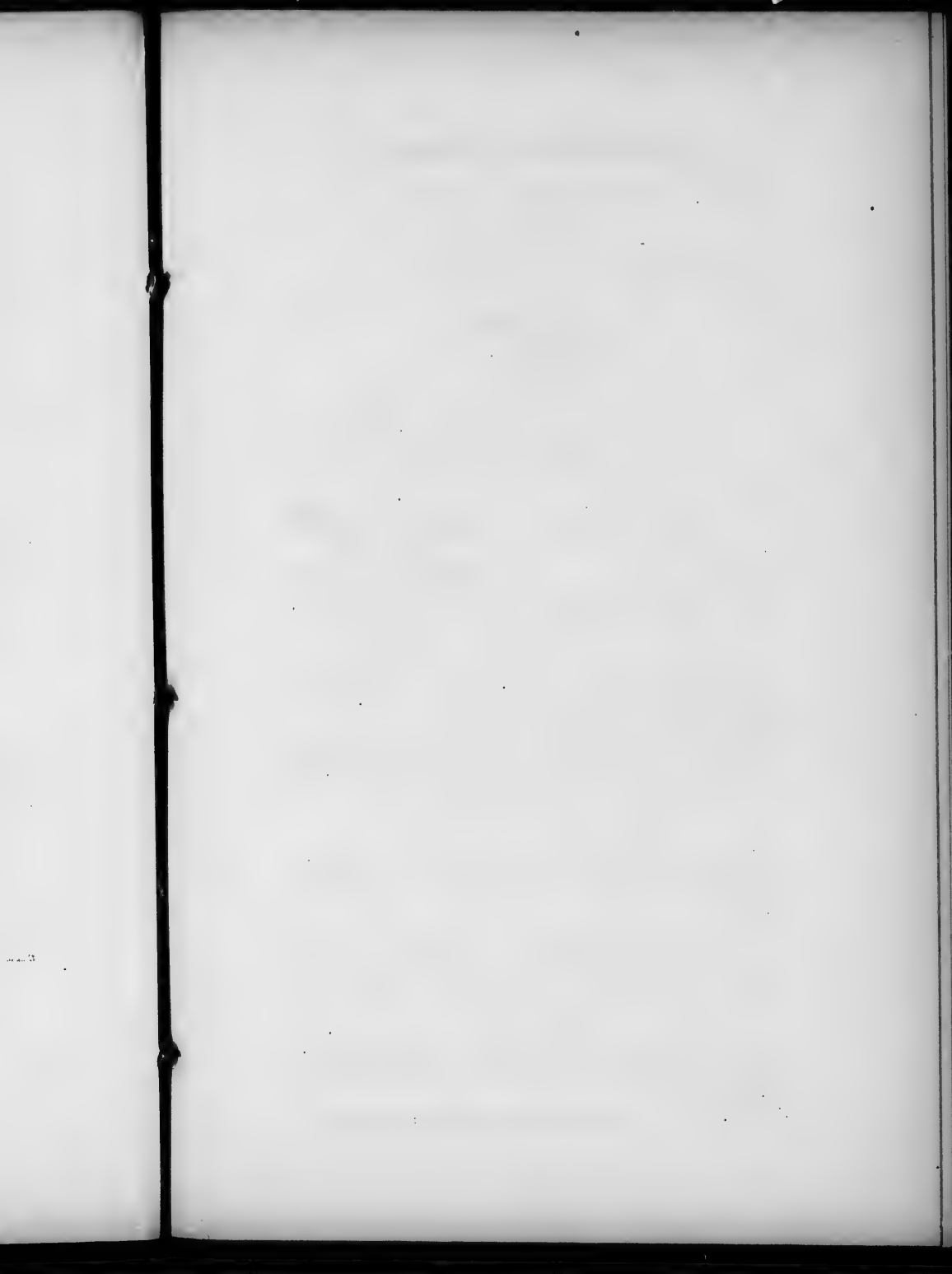
Form the Jacobian of the equations

$$ax^2 + 2bxy + cy^2 = 0,$$

$$a_1 x^2 + 2b_1 xy + c_1 y^2 = 0,$$

and hence write out their eliminant.





University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

PROBLEMS.

HONORS.

Examiners: { ALFRED T. DELURY, B.A.
 { JOHN MCGOWAN, B.A.

NOTE.—Candidates will enclose the Problems numbered with Roman and Arabic numerals in separate envelopes, indorsing the envelopes accordingly.

I. From any two points P and Q , tangents PA , PB , QC , QD are drawn to a conic: prove that the four intersections of PA with QC , PB with QD , PC with QA , PD with QB are collinear.

II. Two conics are described with a common focus and their corresponding directrices fixed: prove that if the sum of the reciprocals of their latera-recta be constant, their common tangents will touch a conic section.

III. In a unicursal curve of the third order whose double point is given by the parameter α : shew that if t_1 , t_2 , t_3 are the parameters of three points in a straight line

$$\frac{1}{\alpha - t_1} + \frac{1}{\alpha - t_2} + \frac{1}{\alpha - t_3} = 0.$$

IV. OA and OB are two straight lines at right angles and P a variable point in OA : find the envelope of the inverse of OB with respect to P , the inversion being given by $rr' = 1$.

V. Find the locus of points on the ellipsoid $S\rho\rho\rho = 1$ the normals at which intersect the normal at a point on the surface given by the vector a , and find the equation of the surface on which all these normals lie.

VI. If a , b , c , d be the sides of a spherical quadrilateral, δ and δ' its diagonals, and if α and c , b and d , δ and δ' intersect at angles θ , φ , ψ respectively, shew by Quaternion analysis that

$$\sin \alpha \sin c \cos \theta + \sin b \sin d \cos \varphi + \sin \delta \sin \delta' \cos \psi = 0$$

1. From a point in the circumference of a circle a line equal in length to the radius of the circle is drawn at random and from its extremity a second line equal to the former is drawn at random: what is the chance that the second will meet the circumference of the circle?

2. Three sides of a regular polygon of $4n$ sides are chosen at random: prove that the chance that they being produced will form an acute-angled triangle which will contain the polygon is

$$\frac{(n-1)(n-2)}{(4n-1)(4n-2)}.$$

3. Obtain the curve whose radius of curvature is equal to its normal but measured in the opposite direction.

4. Assuming that the primitive of

$$\frac{d^2y}{dx^2} + \left(1 - \frac{2}{x^2}\right) y = 0 \text{ is of the form of } y = u + \frac{v}{x};$$

prove that it is given by

$$u = A \sin(x + a), \quad v = A \cos(x + a).$$

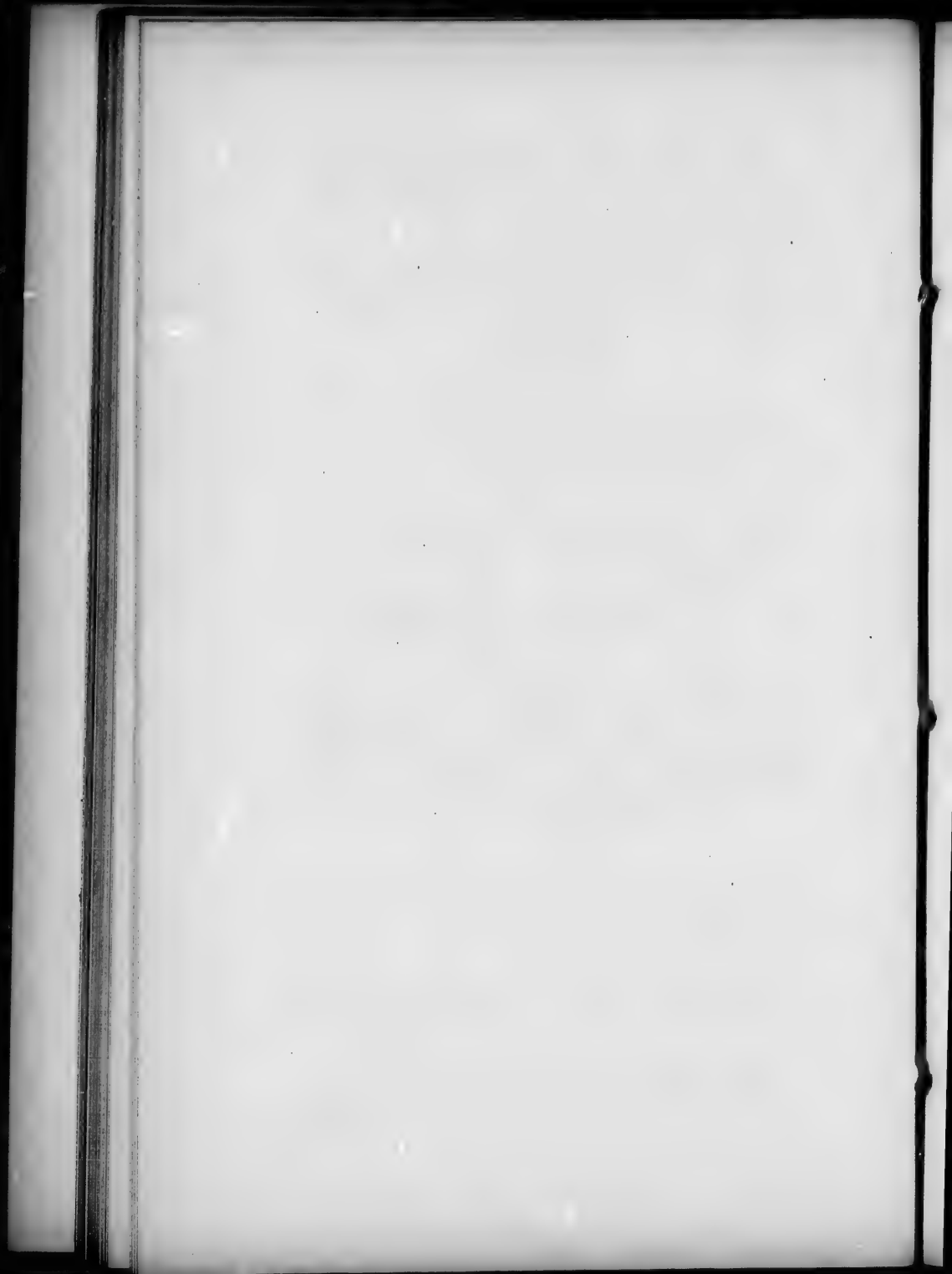
5. Prove that

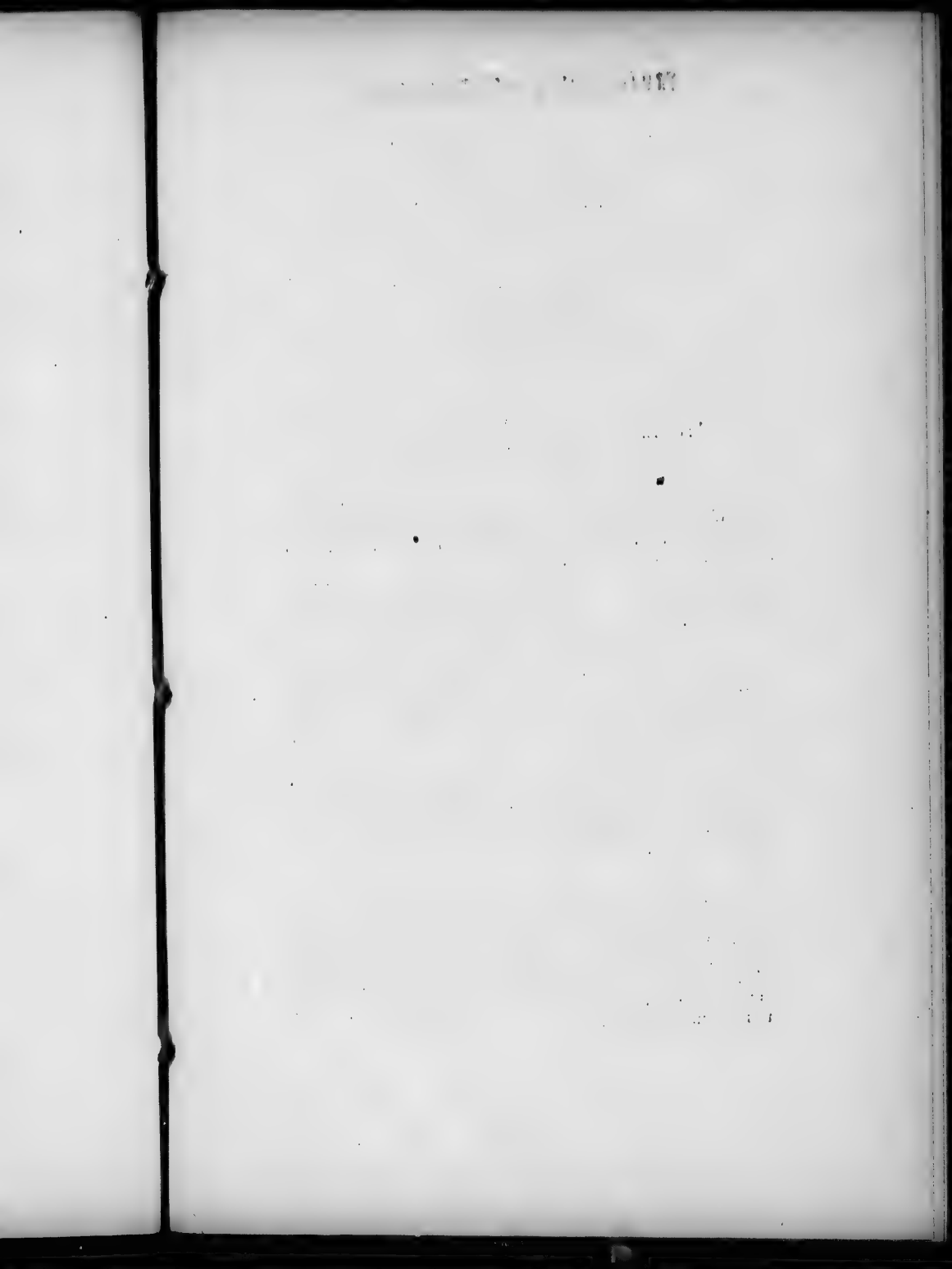
$$\begin{vmatrix} \sin^2 \alpha, \sin^2 \alpha \cos \alpha, \sin \alpha \cos^2 \alpha, \cos^3 \alpha \\ \sin^2 \beta, \sin^2 \beta \cos \beta, \sin \beta \cos^2 \beta, \cos^3 \beta \\ \sin^2 \gamma, \sin^2 \gamma \cos \gamma, \sin \gamma \cos^2 \gamma, \cos^3 \gamma \\ \sin^2 \delta, \sin^2 \delta \cos \delta, \sin \delta \cos^2 \delta, \cos^3 \delta \end{vmatrix} =$$

$$\sin(\alpha - \beta) \sin(\alpha - \gamma) \sin(\alpha - \delta) \sin(\beta - \gamma) \sin(\beta - \delta) \sin(\gamma - \delta)$$

6. Prove that the determinant whose principal diagonal is $c_1, c_2, c_3, \dots, c_n$, elements on one side of this diagonal each equal to a , and on the other side each equal to b , is equal to $\{af(b) - bf(a)\} \div (a - b)$ where

$$f(x) = (c_1 - x)(c_2 - x) \dots (c_n - x).$$





University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

PROBABILITY.

HONORS.

Examiners: { JOHN MCGOWAN, B.A.
 { ALFRED T. DELURY, B.A.

1. What is the chance (1) that one of two exclusive events should happen, (2) that one and one only of two independent events should happen?

Two persons toss a shilling in turn on the conditions that the first who tosses two heads in succession wins the shilling and when one fails in tossing a head the other takes his turn: find the value of each man's expectation.

2. Two players A and B want respectively m and n points of winning a set of games, in which their chances of winning a single game are p and q respectively where $p + q = 1$: show that A 's chance is represented by the first n terms of either $(p + q)^{m+n-1}$ or $p^m(1 - q)^{-m}$.

3. A bag contains 10 balls which may be either white or black and before a trial is made all numbers of each are equally likely; a ball is drawn and found to be white and replaced; a second ball is drawn and found to be white: if the last is replaced the chance of drawing a black ball is 9 to 42.

4. Two men A and B , who have a and b counters respectively to begin with, play a match consisting of separate games, and the winner of a game receives a counter from the loser: find their respective chances of winning the match, which is supposed to be continued until one of the players has no more counters, their chances being even on any game and no game being drawn.

5. Find the chance that A aged x shall be dead, having survived B aged y , $y > x$.

Find the value to A of an annuity on his life to be enjoyed by B and C so long as either of them shall live.

6. A person who has a life annuity a wishes to secure to his family after his death an income equal to his present expenditure. What portion of his income must be paid in the way of an annual premium to an assurance office?

7. How many lines can be drawn to intersect a given line of length a ?

During a rain-storm a circular pond is formed in a circular field. If a man undertakes to cross the field in the dark what is the chance that he will walk into the pond?

8. A line is divided at random, and one of the parts again divided at random: the chance that a triangle may be formed by the parts is $\log 2 - \frac{1}{2}$.

9. On a table a series of equidistant parallel lines is drawn, and a cube is thrown on the table: supposing that the diagonal of the cube is less than the distance between the consecutive lines, find the chance that the cube will rest without covering any part of the lines?



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ELECTRICITY.

HONORS.

Examiners: { A. C. McKAY, B.A.
I. E. MARTIN, B.A.

1. Define the electrostatic unit of electricity, and show its connection with the C. G. S. fundamental units.

2. Give the theory of the Leyden jar. Show how to determine practically the capacity of a given jar. What is a *farad*? What is the meaning of *specific inductive capacity*?

3. On a conductor removed from the influence of all electrified bodies a charge of given amount can be distributed in only one way.

4. Describe the construction and method of use of Thomson's Quadrant Electrometer; also Lippmann's Capillary Electrometer.

5. By what different methods could you measure the difference of potential between the two carbon points of an arc light?

6. Sketch the development of the modern dynamo.

What are the characteristic features of the Thomson-Houston dynamo?

7. Find the best arrangement of a given number of cells to produce the strongest possible current in a given circuit.

8. The joint resistance of a divided conductor, the resistances of the parts being r_1 , r_2 , r_3 respectively, is

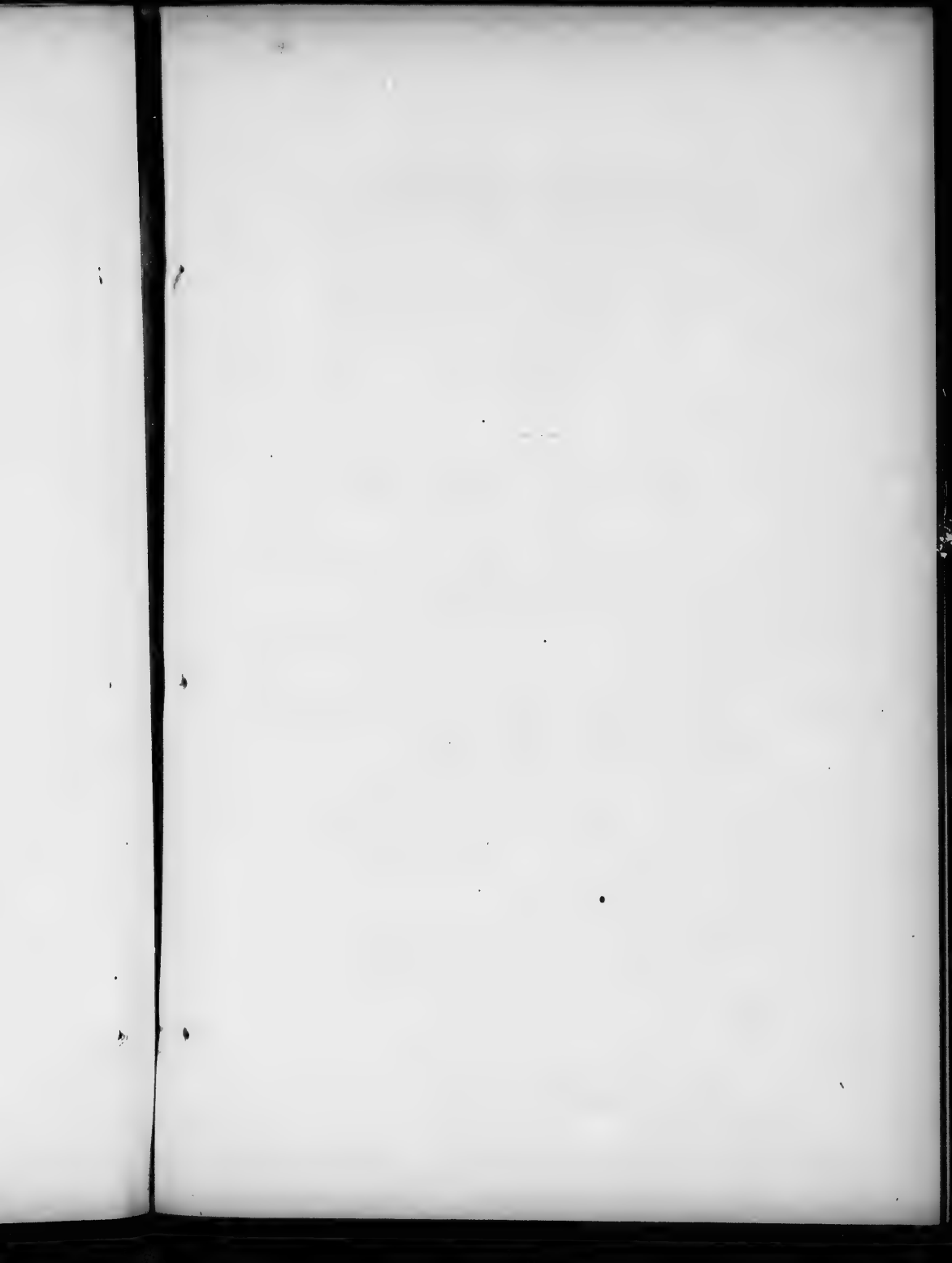
$$\frac{r_1 r_2 r_3}{r_2 r_3 + r_3 r_1 + r_1 r_2}.$$

9. State fully the hypothesis of electrolysis proposed by Grotthuss and Clausius.

10. State Joule's Law concerning the heat developed in a conductor.

How would you conduct an experiment to verify the law?

11. Show how to determine the intensity of the earth's magnetic force at any place in absolute units.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

ACOUSTICS.

PASS.

Examiners: { Iva E. MARTIN, B.A.
A. C. McKAY, B.A.

1. "It can be shewn, by a variety of experiments, that sound is the result of vibratory movement."

Describe two experiments, and explain "vibratory movement."

2. Define *period*, *frequency*, *wave-length*.

A tuning fork makes 256 vibrations per second. The velocity of sound being 340 metres per second, find the wave-length of the note produced.

3. Define *pitch* and *intensity* of sound.

A locomotive moving at 100 ft. per second, carries a steam whistle which produces 1000 vibrations per second. The velocity of sound being 1100 ft. per second, determine the pitch of the note heard by a person standing close to the rails before and after the locomotive has passed.

4. Write down the equation connecting the *velocity* of sound in a solid with its *elasticity* and *density*.

The elasticity of a solid being 121×10^9 , and its density being 8.1, determine the velocity of sound through it.

5. Explain *echo*, *interference*, *beats*, *nodes*, *antinodes*,

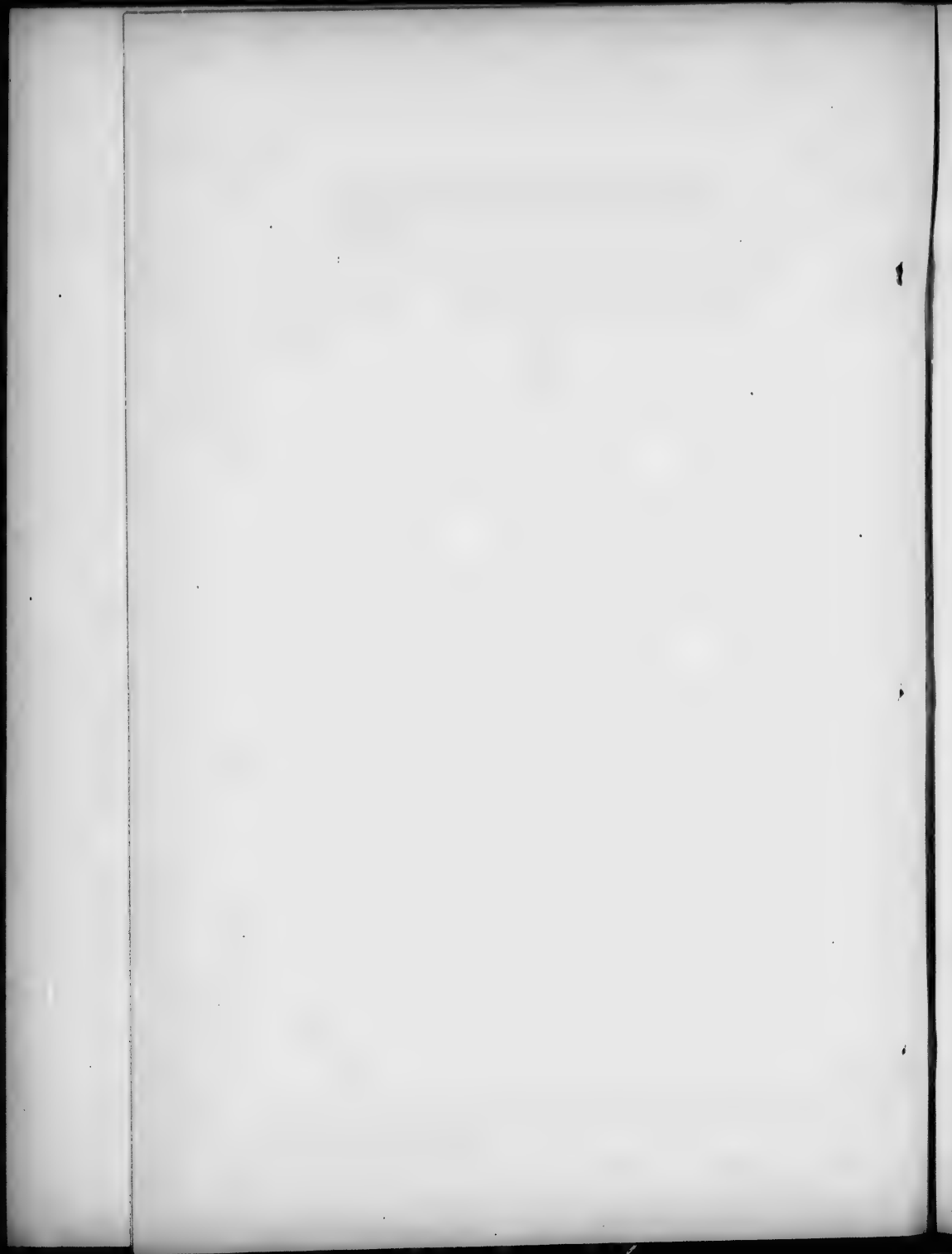
One fork makes 256 vibrations and another 260 per second. How many *beats* will be produced when sounding together?

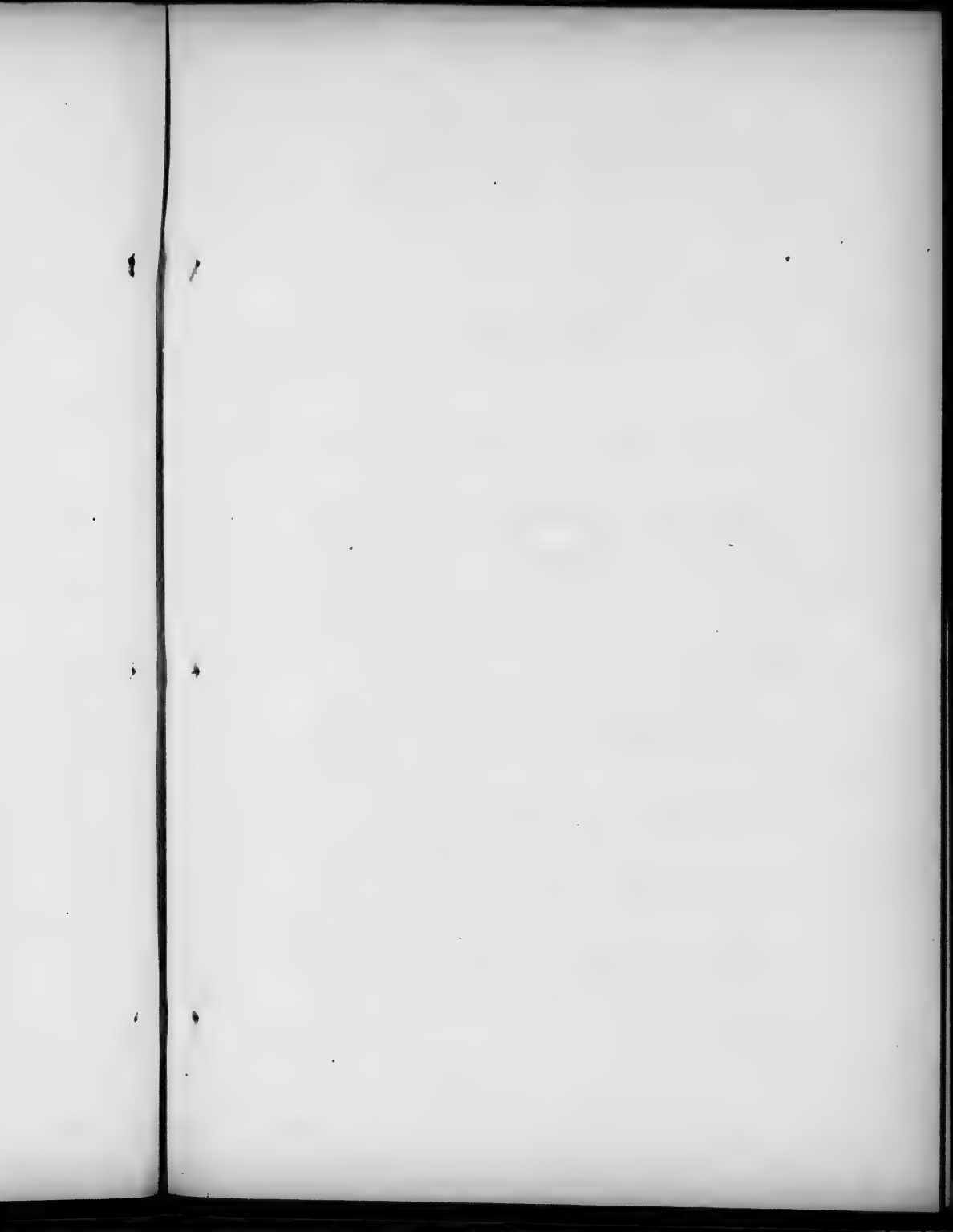
6. Describe a graphic method of determining the number of vibrations per second of a tuning-fork.

7. State the laws of the transverse vibration of strings. Why is the base string of a violin wrapped around with metal wire?

8. Define *harmonics*, and explain the principle of *resonance*.

A closed organ pipe can produce only odd harmonics.





University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

HYDRODYNAMICS.

HONORS.

Examiners: { Iva E. MARTIN, B.A.
 { A. C. MCKAY, B.A.

1. If Q denote the measure per unit of volume of any quantity connected with the properties of a fluid, investigate the rate of increase of Q in a fixed rectangular space dx, dy, dz whose centre is (x, y, z) .

Deduce the rate of increase of the (1) mass per unit of volume, and (2) momentum per unit of volume. Interpret the results by deducing the equations of motion in the Eulerian form.

2. Define *Force-Potential* and *Velocity-Potential*.

Obtain the relations between the impulsive pressures and the resulting change of velocities of a fluid under given impulses.

Prove that, if w be the impulsive pressure, φ and φ^1 the velocity potentials immediately before and after the impulses act, V the potential of the impulses,

$$w + \rho (V + \varphi^1 - \varphi) \text{ is constant.}$$

3. Define *stream-lines*, *steady motion*, *irrotational motion*, *simply connected region*.

In a simply connected region, (1) the stream-lines in a fluid moving irrotating cannot form closed curves, (2) the velocity function (φ) cannot be a maximum or a minimum at a point in the interior of the fluid, (3) the velocity cannot be a maximum but may be a minimum at a point in the interior of a fluid.

4. Define *flow-function*.

In a liquid moving irrotationally in two dimensions prove that the line-rate of increase of the flow-function (ψ) along any curve at any point is equal to the line-rate of increase of the velocity-function (φ) along an orthogonal curve at the point.

5. Define *flow, circulation and rotation*.

The circulation round any plane curve is equal to twice the surface integral of the rotation taken over its area.

6. A mass of fluid filling a right circular cylinder moves from rest under the action of the forces

$$X = -\frac{u y}{r^2} : Y = \frac{u x}{r^2}, Z = 0.$$

Show that the fluid rotates with an angular velocity which varies inversely as the square of the distance from the axis, and increases uniformly with the time.

7. A vase in the form of a surface of revolution, and having a finite horizontal aperture in its base, is kept constantly full: determine the rate at which liquid must be poured in.

8. Prove and interpret the following formula for the energy of a liquid moving irrotationally:

$$2T = -\rho \oint \varphi \frac{d\varphi}{dn} \cdot dS$$

the integration extending round the boundary.

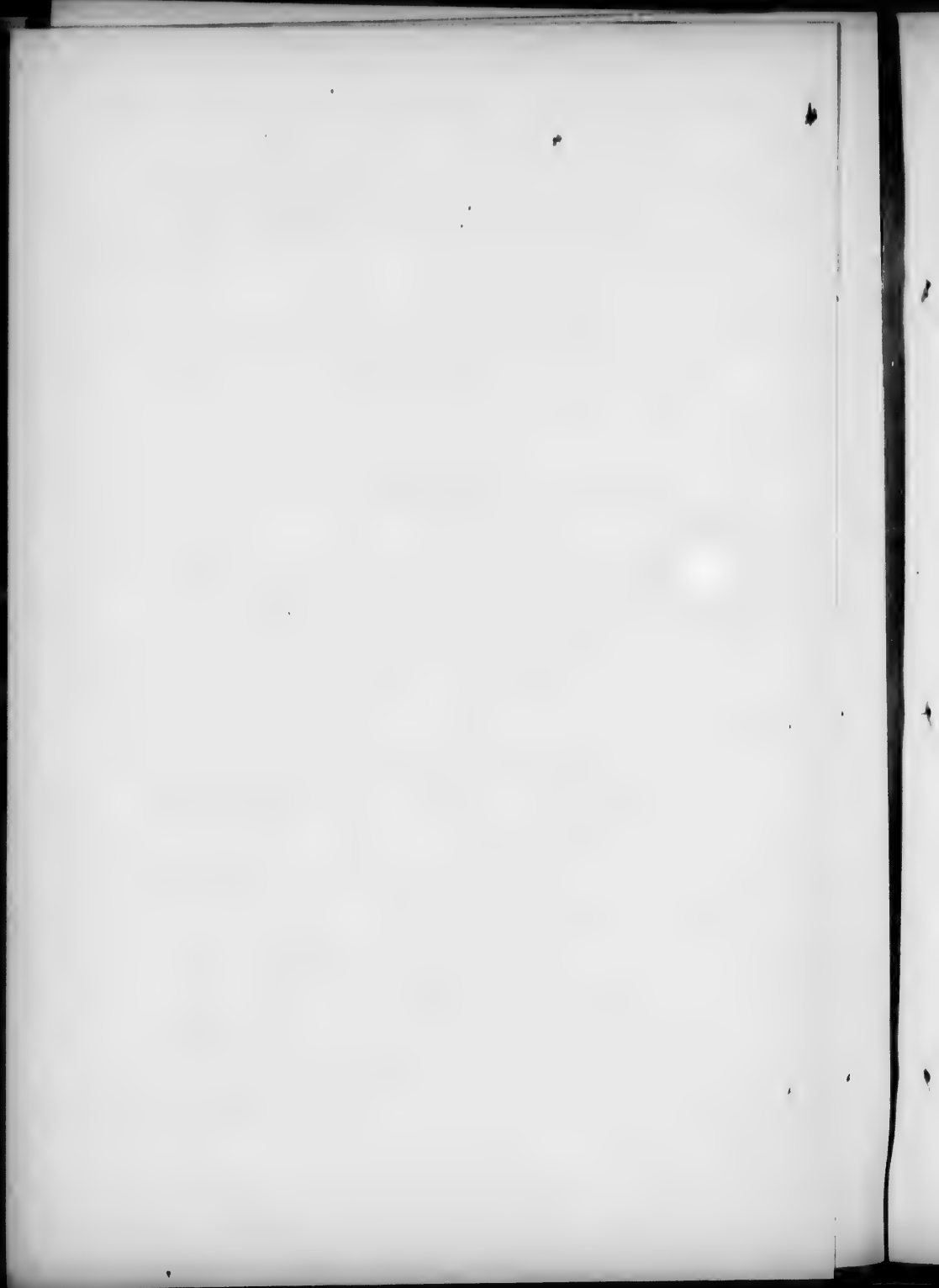
9. Define *vortex lines, vortex filament*.

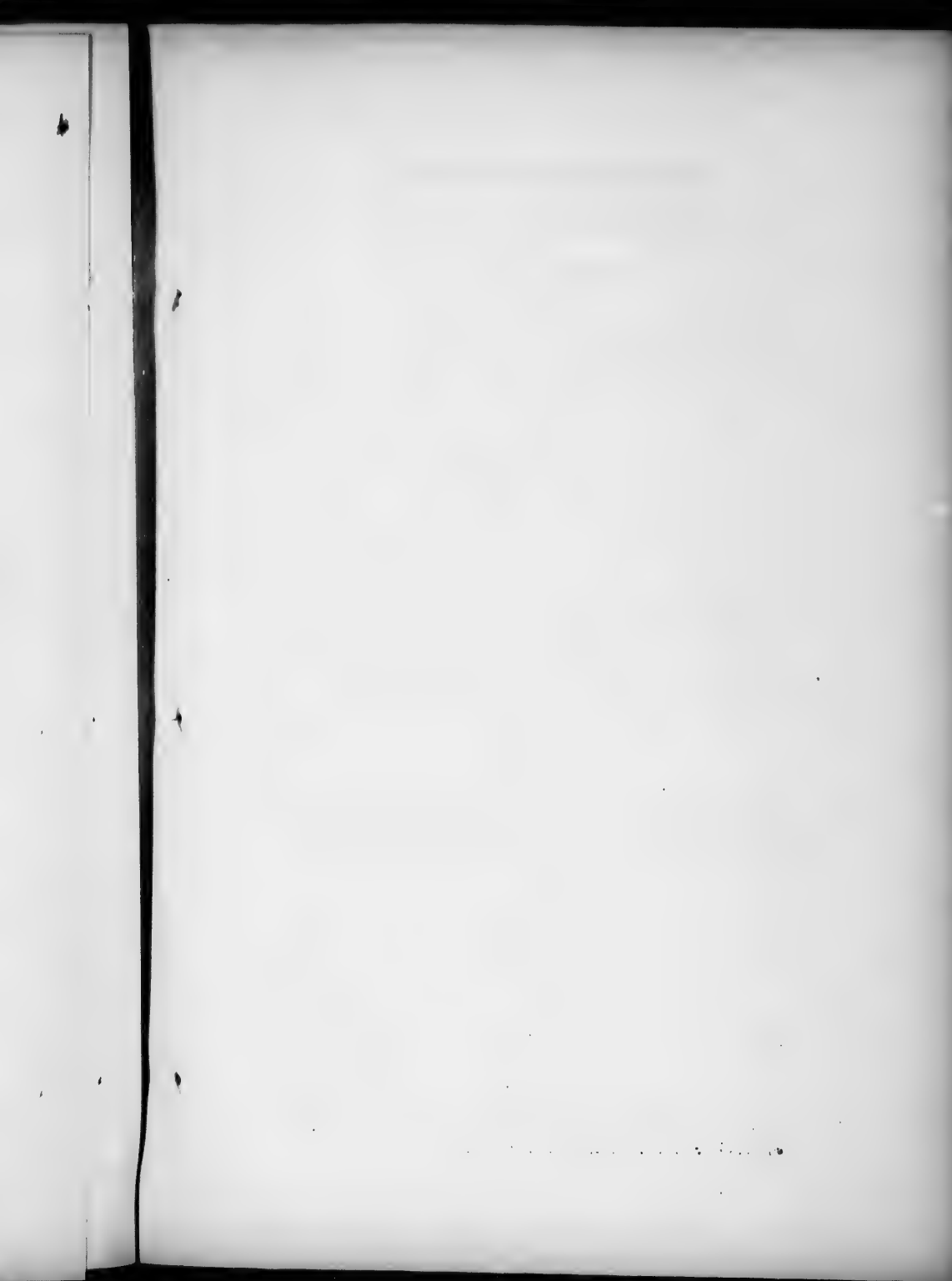
Write down the differential equations of the vortex lines.

Show that

$$\int \frac{dp}{\rho} + V + \frac{1}{2}q^2$$

is constant along a vortex line.





University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FOURTH YEAR.

ACOUSTICS AND ELASTICITY.

HONORS.

Examiners : { Iva E. MARTIN, B.A.
 { A. C. MCKAY, B.A.

ACOUSTICS.

1. Define *harmonic motion*, *harmonic curve*.

Two harmonic curves which have equal wave lengths can always be compounded into another harmonic curve with the same wave-length.

Express Fourier's Theorem analytically.

2. Obtain the equation

$$\frac{d^2y}{dt^2} = \frac{T.g.l}{W} \cdot \frac{d^2y}{dx^2}$$

for the transverse vibration of a string, and shew that the general solution of this equation represents the transmission of two arbitrary forms along an unlimited line in contrary directions.

Deduce the time of vibration.

3. "If the peg of a violin be turned so as to alter the pitch of the lateral vibrations very considerably, it will be found that the pitch of the longitudinal vibrations has varied very slightly." Discuss and explain.

4. Define a musical interval. How is it measured. Illustrate by a curve the relation between intervals and numerical ratios. Describe the construction of the Diatonic Scale.

5. At a station on a railway passed at full speed by a train, a certain musical note is sounded; explain the difference of the sounds heard by a person in the train as it approaches to and recedes from the station.

ELASTICITY.

6. If (l, m, n) (l', m', n') be the direction-cosines of a line near the point (x, y, z) of a body in the natural and strained states respectively shew that

$$l' = l(1 + a - e) + m \cdot \frac{du}{dy} + n \cdot \frac{dw}{dz},$$

&c., where e is the elongation in the direction of (l, m, n) . Deduce the condition that there may be a line of no rotation.

7. Define *Shearing Strain* and determine the amount of shear along any two lines at right angles to each other due to any small strain.

The shear in a given plane is greatest for two lines making angles of $\pm 45^\circ$ with the axes of the conic in which the given plane cuts the elongation conic.

8. If we take any two element planes in a body at a point the component of the stress per unit of area on the first along the normal to the second is equal to the component of the stress per unit of area on the second along the normal to the first.

If at a point in a body there be a plane on which the stress is zero, the lines of action of the stresses on all other planes at this point lie in this plane of zero stress.

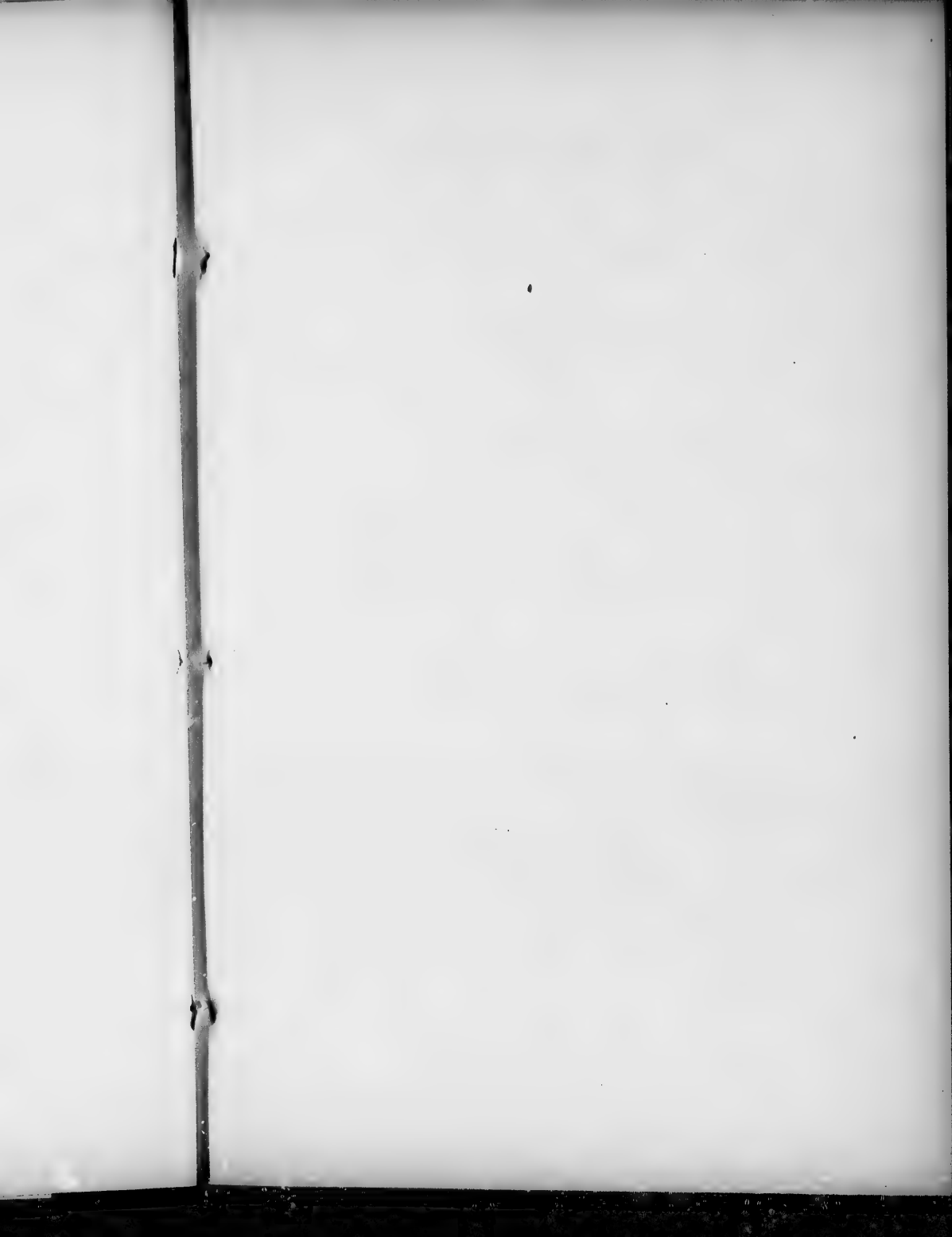
9. The work done in terms of the final stress $(N_1, N_2, N_3, T_1, T_2, T_3)$ on the surface of a small volume dv in producing the small strain (a, b, c, s_1, s_2, s_3) is

$$\frac{1}{2} (N_1 a + N_2 b + N_3 c + 2 T_1 s_1 + 2 T_2 s_2 + 2 T_3 s_3).$$

Simplify the above expression in the case of an *isotropic* body.

10. A beam is supported at the ends and loaded at a point distant a, b from the supports with a weight W , show that the depression of the weight below the points of support is

$$\frac{W \cdot a^2 b^2}{3 E I \cdot (a + b)}.$$



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

LEAST SQUARES.

HONORS.

Examiners: { Iva E. MARTIN, B.A.
A. C. MCKAY, B.A.

1. What is meant by the probability of an event happening?

Upon what assumptions do we say that the probability (y) of an error (x) occurring is connected by the equation

$$y = ce^{-h^2x^2}.$$

Shew that the probability of an error taken at random being numerically less than x is expressed by

$$\frac{2h}{\sqrt{\pi}} \cdot \int_0^x e^{-h^2x^2} dx.$$

2. What do you understand by observations of equal precision, and how is the precision of a set of observations determined?

Shew that the probable error of a single observation is

$$0.6745 \sqrt{\frac{\sum v^2}{n-1}}$$

Are you entirely satisfied with the process of arriving at this result?

3. What is meant by the weight of an observation?

Demonstrate that the probable error of an observation of weight unity is

$$0.6745 \sqrt{\frac{\sum gv^2}{n-1}}$$

Deduce the probable error of the general mean

4. Define *observation equations*, *normal equations*.

Describe the process of finding the most probable value of each of the unknown quantities involved in a set of observation equations.

Form the normal equations corresponding to the following observation equations

$$x = 10 : y - x = 7 : y = 18 : y - z = 9 : x - z = 2.$$

5. Define *conditioned observations*.

Describe the general method of obtaining the most probable values of quantities from observation equations, the quantities being restricted to certain conditioned equations.

6. In what way is the principle of Least Squares used to deduce empirical formula from a number of physical observations.

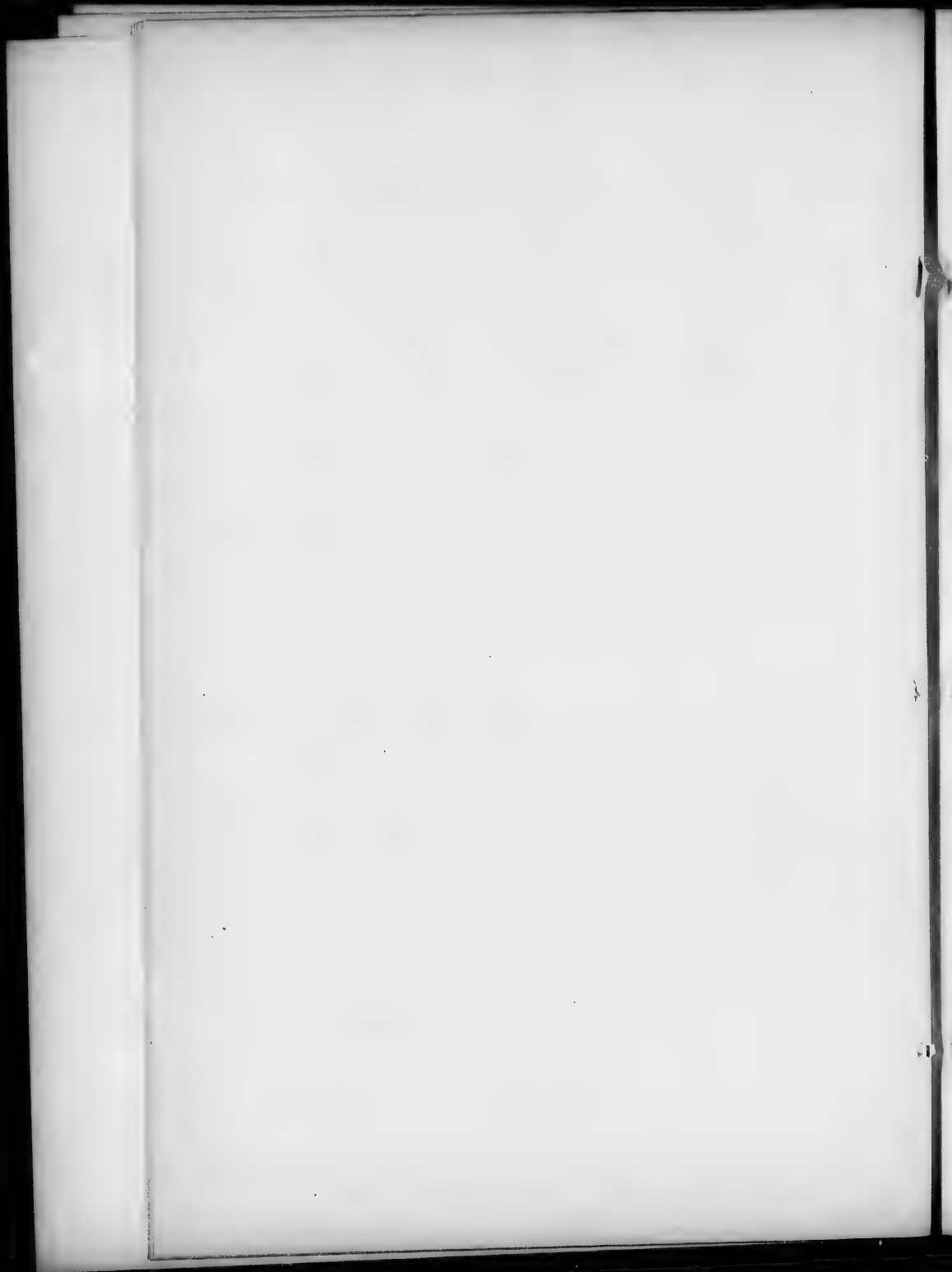
A plotted curve resembles a parabola. How would you proceed to take observations to determine its most probable equation.

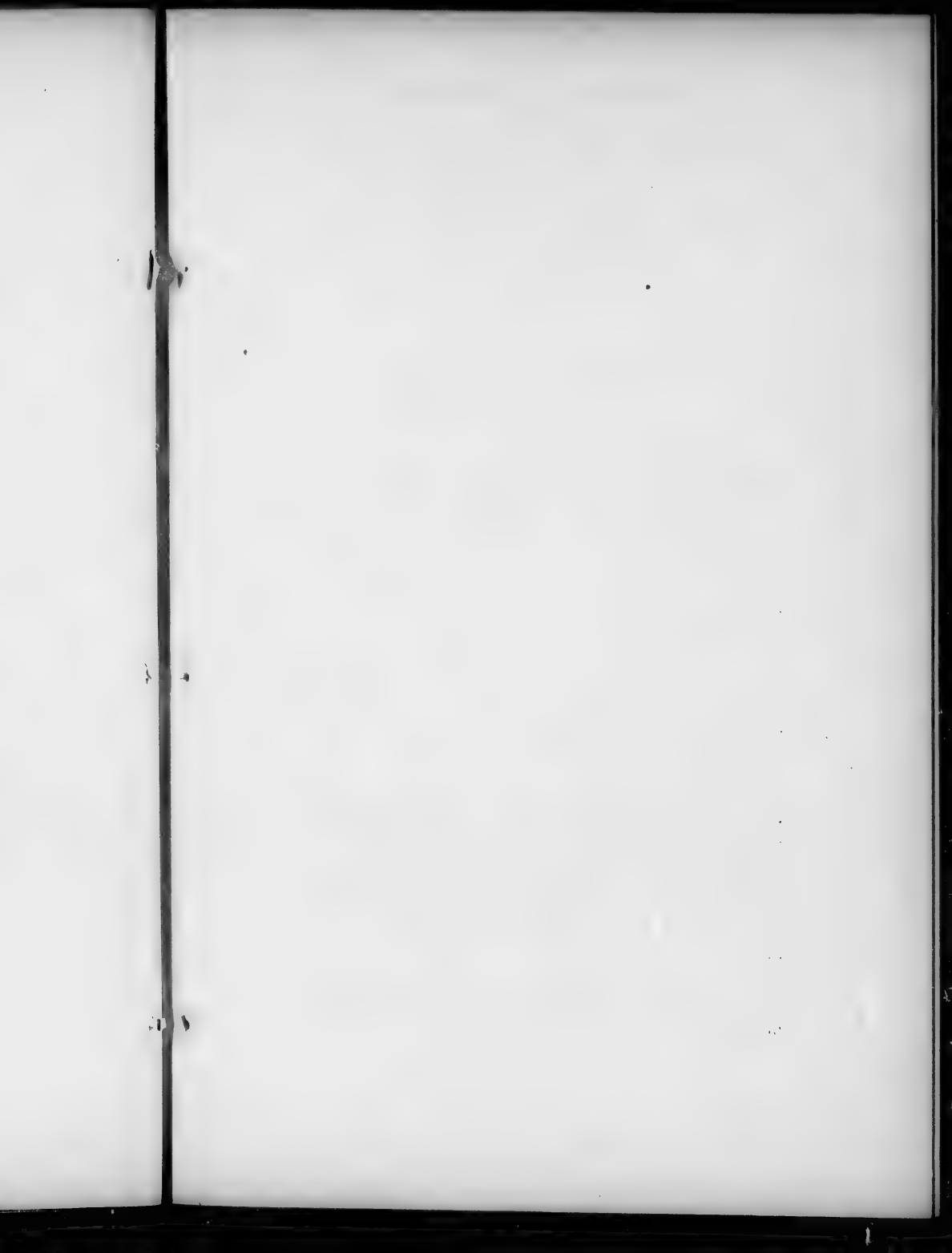
7. The density of a body was determined ten times, with the following results :

(1) 9.662 (2) 9.673 (3) 9.664 (4) 9.659 (5) 9.677
(6) 9.662 (7) 9.663 (8) 9.680 (9) 9.645 (10) 9.654

Find the probable error of the mean and of one observation.

8. The exterior angles of a triangle ABC are measured l , m and n times and the respective means of each set of observations are a , b and c , find the most probable value of the angle A of the triangle, and the probable error of this value.





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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

PHYSICAL OPTICS.

HONORS.

Examiners: { A. C. MCKAY, B.A.
 { I. E. MARTIN, B.A.

1. State your conception of the luminiferous ether, giving reasons for any properties you may ascribe to it.

Give the argument and experiments from which we conclude that the Emission Theory is false.

2. State fully the conditions that must necessarily be fulfilled to produce interference bands.

Why must the two images in the fundamental experiment be formed close together?

3. Account for the rectilinear propagation of light.

Why do we not have rectilinear propagation of sound?

4. State Malus' law of intensity of polarized light, and account for it theoretically.

Describe minutely how you could verify the law by experiment.

5. Define *wave surface*. Find the equation of the wave surface in a biaxial crystal. Determine its form, and apply it to find the direction of the refracted rays, for any selected crystal.

6. Account for the phenomena of circular polarisation by means of the Undulatory Theory.

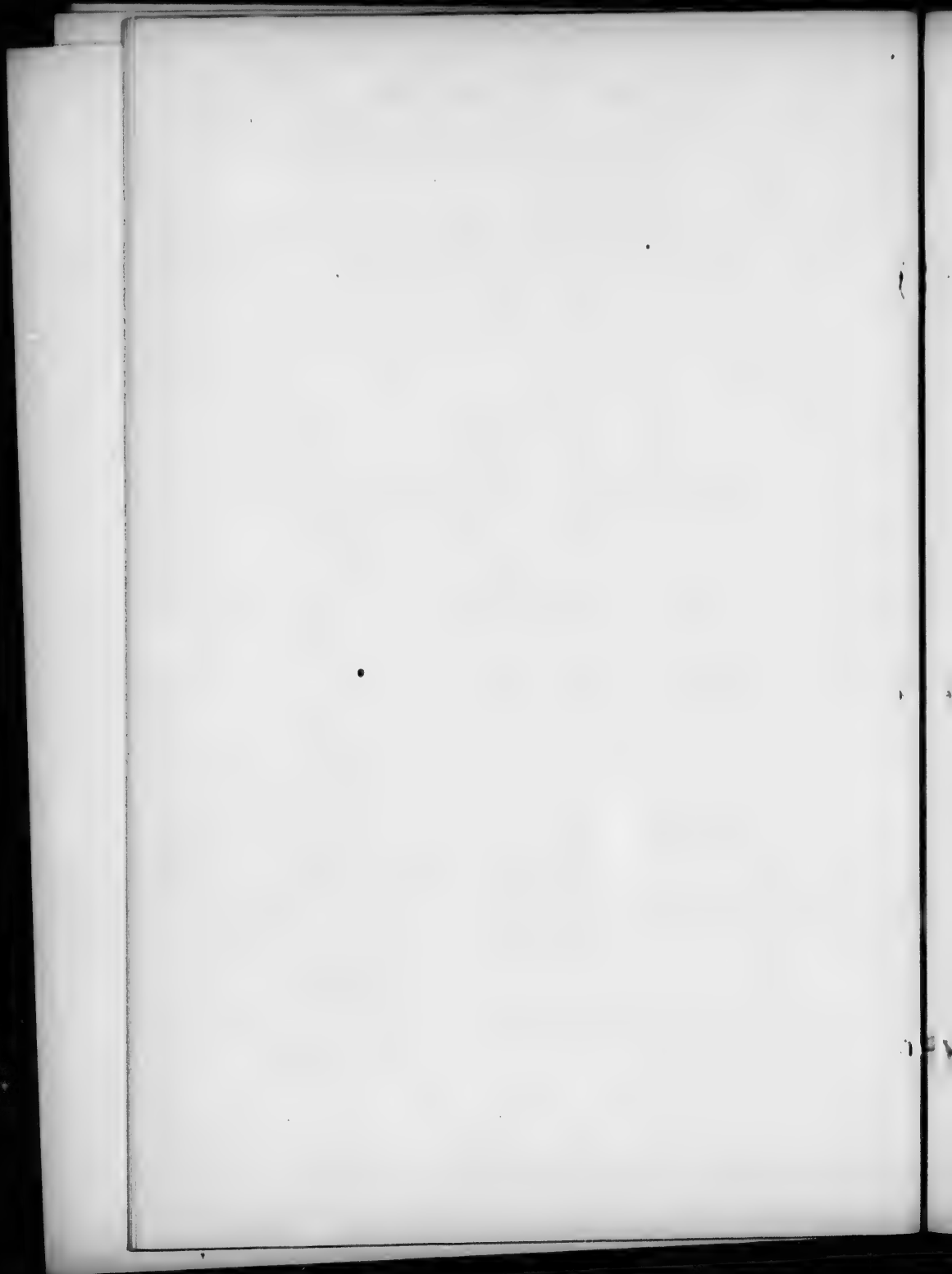
Describe minutely the essential parts of a Saccharimeter.

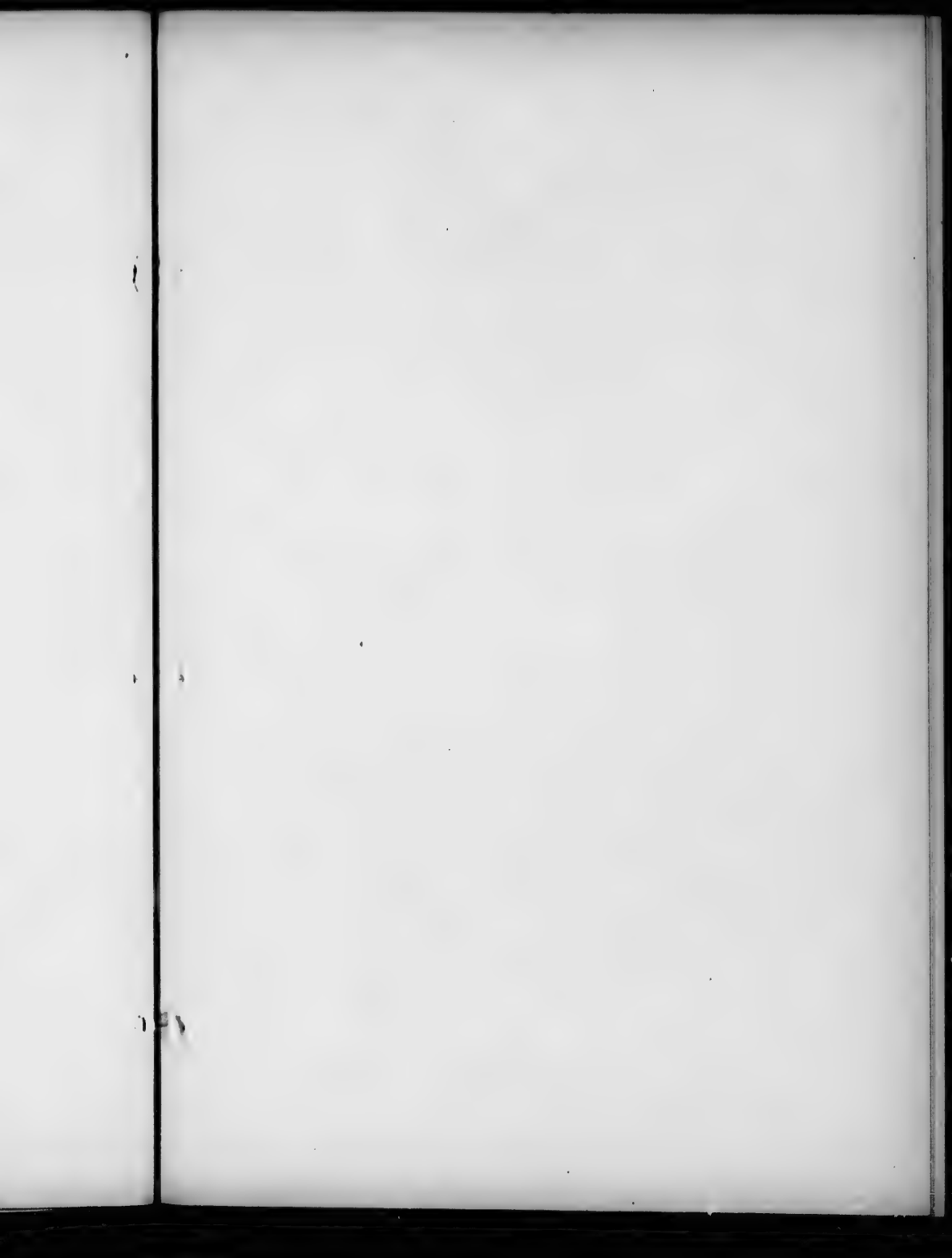
7. Show that "the angle of polarisation by reflection" is that of which the tangent is equal to the index of refraction.

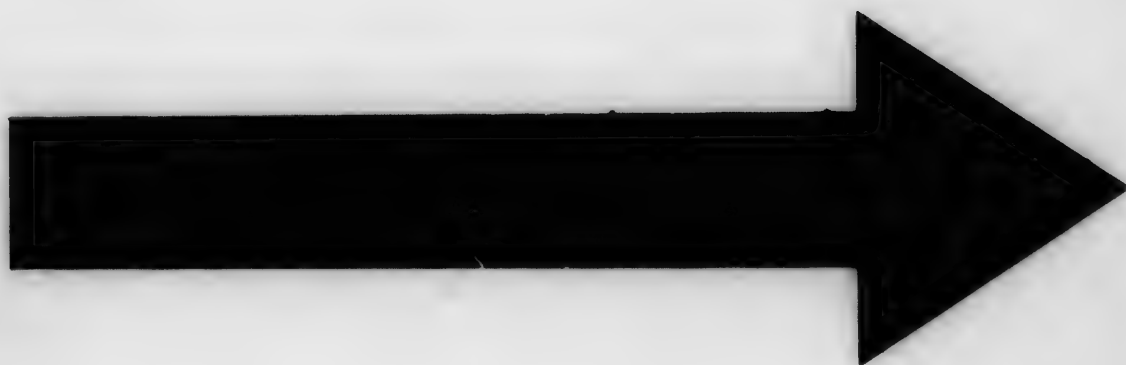
Account for the phenomenon of total reflexion.

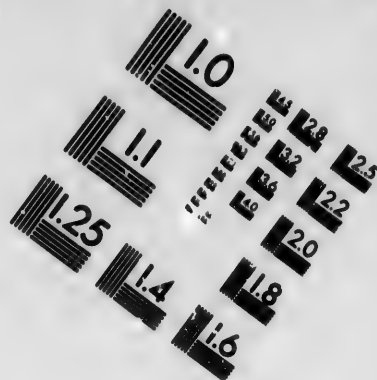
8. "The *central* spot of the shadow of a small circular disc, cast by rays diverging from a distant point in its axis, is as brightly illuminated as if the disc had not been interposed." Explain.

9. Give the theory of construction of (1) a Nicol prism, (2) a Rochon prism, (3) a Rochon lunette.

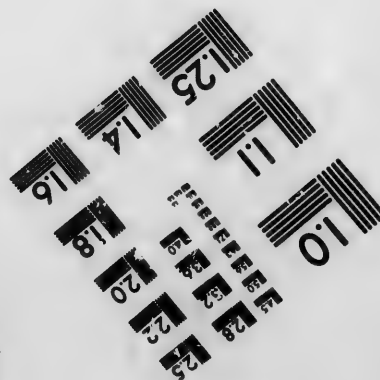
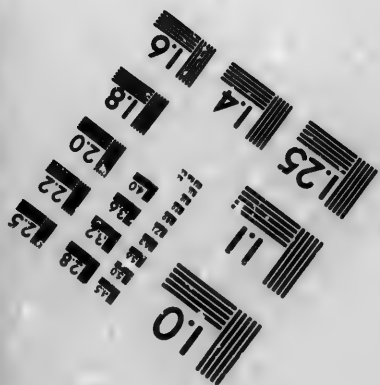








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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

THERMODYNAMICS.

HONORS.

Examiners: { A. C. MCKAY, B.A.
I. E. MARTIN, B.A.

1. State and discuss the principle of the *conservation of energy*.

Define *adiabatics*, *perfect gas*, *absolute temperature*.

2. Show that for any perfect gas C_p and C_v differ by a constant.

Prove that $\frac{C_p}{C_v} = \frac{\rho}{p} \frac{dp}{d\rho}$, where ρ is the density.

3. State the substance of Clausius' investigation of the principle of equivalence of transformations.

"Thus we see that Clausius' theorem, 'the entropy of the universe tends to a maximum,' is by no means identical with, though it is closely connected with, Thomson's theory of dissipation of energy." Explain fully.

4. Form the fundamental equations in the case of saturated vapour. Show from the equations that if saturated steam be expanded in a non-conducting envelope, there must be partial condensation.

5. In the case of a perfect gas show that the increase of entropy and energy are respectively

$$C_p \log \frac{T}{T_0} - R \log \frac{p}{p_0}, \text{ and } (C_p - R) (T - T_0),$$

where the gas passes from the state (T_0, p_0) to (T, p) .

6. Show that if a gas changes its volume without change of temperature, the quantities of heat absorbed or given off form an arithmetical series, while the volumes form a geometrical series.

7. Establish Clausius' theorem of stationary motion

$$\frac{1}{2} \Sigma (mv^2) = \frac{3}{2} pV + \frac{1}{2} \Sigma (Rr).$$

Deduce Boyle's law in the case of a gas.

8. Describe Pouillet's Pyrheliometer. Show it enables us to calculate the amount of heat radiated from the sun.

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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

MATHEMATICS OF CRYSTALLOGRAPHY. HONORS.

Examiner: F. G. WAIT, M.A.

1. A crystal of Anglesite (trimetric) comprising the basal, vertical prism, one side polar and two front polar planes, presents the following angular values:

$$V:V, \text{ in front, } = 103^{\circ} 38',$$

$$B:\bar{P} = 127^{\circ} 45',$$

$$B:\frac{1}{2}\bar{P} = 157^{\circ} 33',$$

$$B:\frac{1}{2}P = 140^{\circ} 27'.$$

Calculate the length of the axes, ($\bar{x} = 1$).

2. Prove that the angle P:P over the summit of a regular octahedron $= 70^{\circ} 32'$.

3. In a combination of three trimetric prisms, $\frac{1}{2}V, V, 2V$, the following measurement is obtained:

$$V:V \text{ in front } = 112^{\circ} 20'.$$

Find $\frac{1}{2}V : \frac{1}{2}V$ in front, and $2V : 2V$ in front.

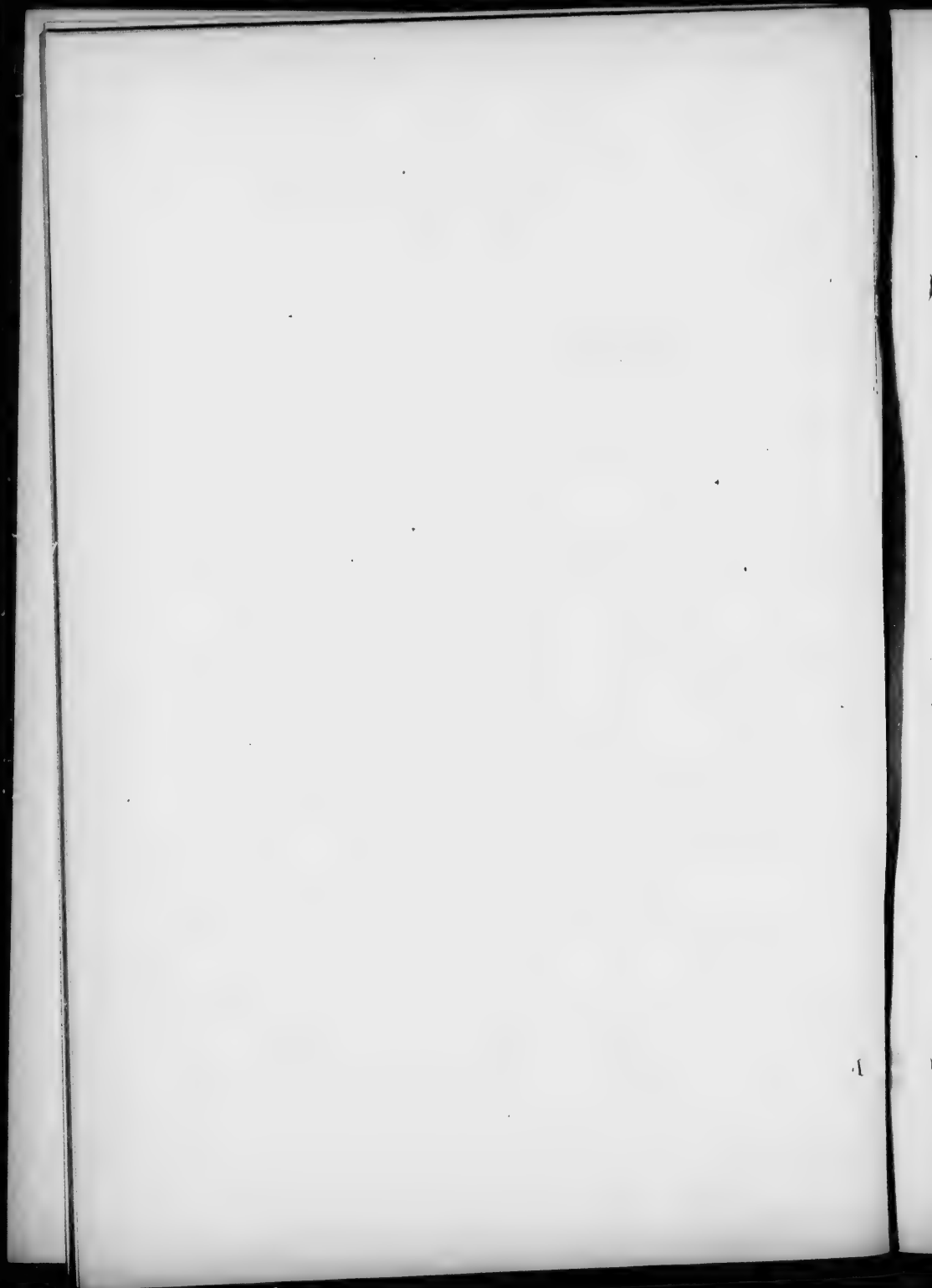
4. A trimetric crystal, (P and V planes) presents the following:

$$V:V \text{ in front } = 102^{\circ} 22'$$

$$P:V \text{ " } = 126^{\circ} 58'.$$

Required the inclinations of P:P over a front, side, and middle edge.

5. Determine the length of the vertical axis of a Rhombohedron which measures $87^{\circ} 40'$ over a polar edge.



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ANNUAL EXAMINATIONS : 1891.

FOURTH YEAR, ARTS—THIRD YEAR, LAW.

ETHNOLOGY.

HONORS.

Examiner : F. C. JEEFREY, B.A.

1. Define the *facial angle*, and discuss its value in ethnological classification.

2. What characteristics differentiate anthropoid apes from pithecoïd men ?

3. Discuss from ethnological and anthropological stand points, the probable permanency of :

(a) Homo Race in Ireland.

(b) The French Republic.

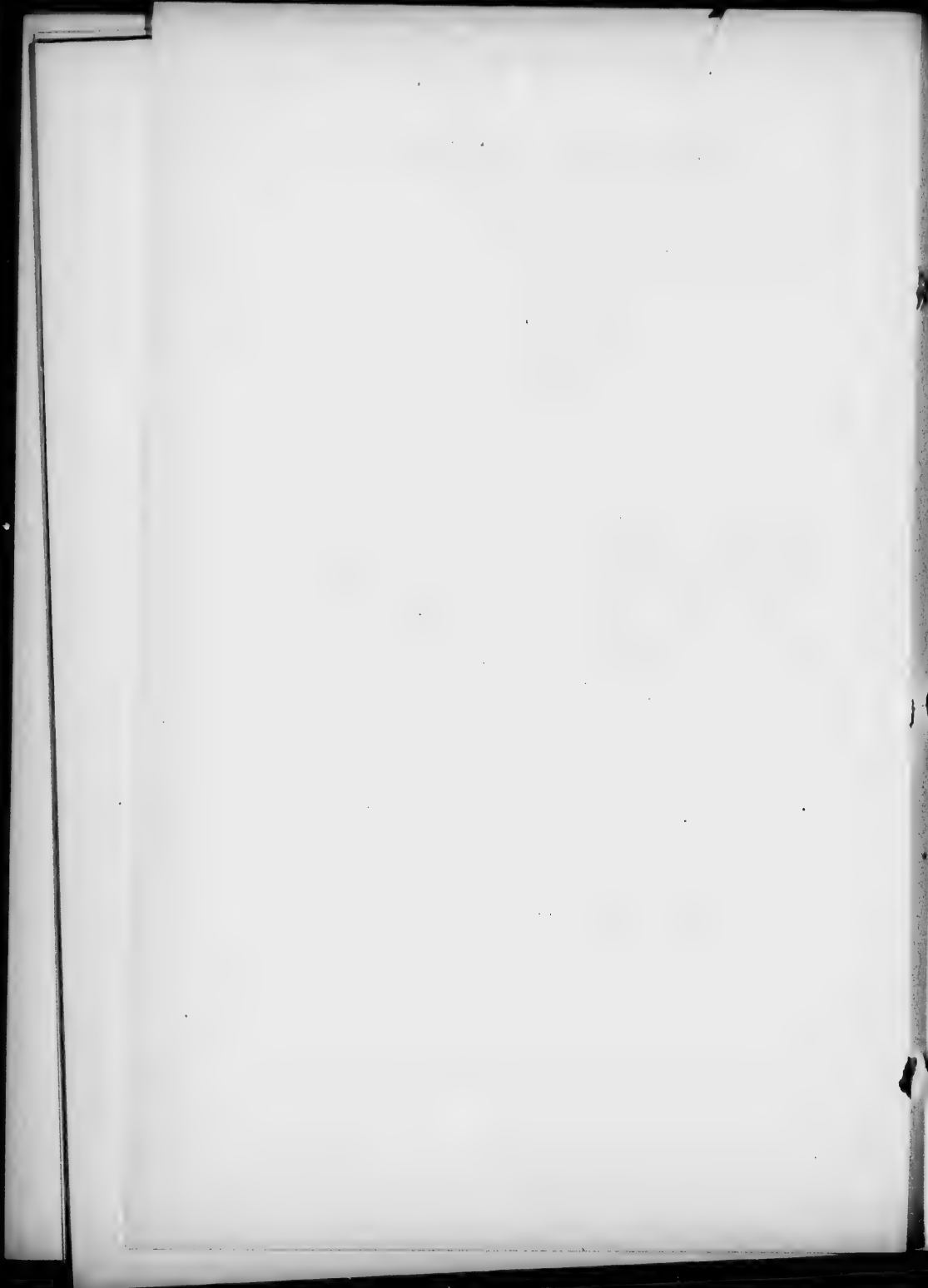
(c) The Dominion of Canada.

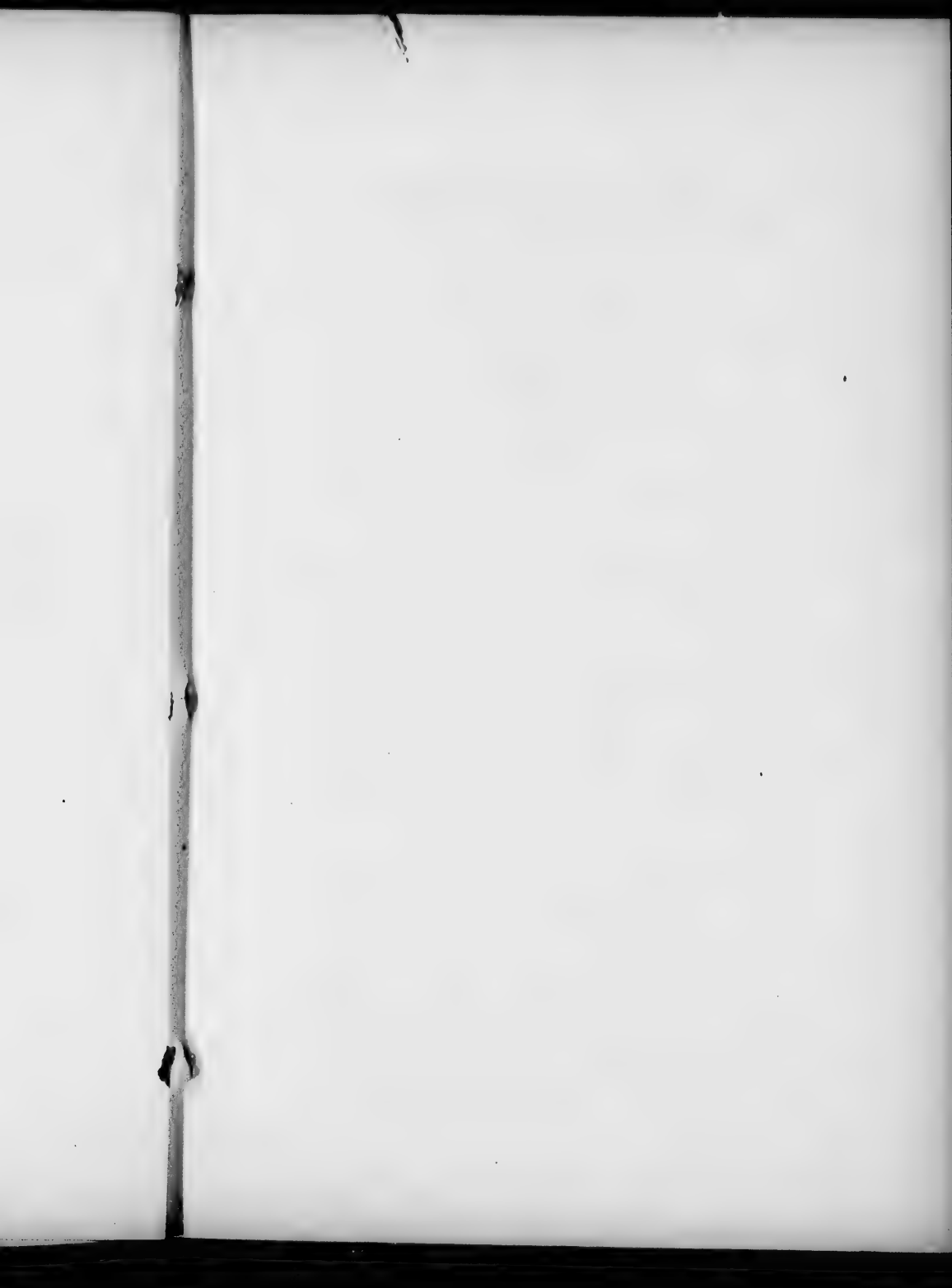
4. Describe the various theories as to the cradle of the Indo-European family, and name its divisions.

5. Give an account of the Neandertal skull, and indicate its significance.

6. What is meant by the expression *prehistoric*, as used in anthropology ?

7. What light does anthropology throw upon the origin of political institutions ?





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ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

ENGLISH.

HONORS.

Examiner : W. J. ALEXANDER, PH.D.

1. Describe Bacon's *Essays* in general, and reproduce any one of them.

2. Give brief accounts of Sir Philip Sidney's two prose works.

3. In considering the Discredits of Learning, Bacon (in the *Advancement*, Bk. I.), finds three classes that arise from 'Errors and Vanities in the studies themselves,' and other classes that arise from 'Peccant Humours.' Give as many of these classes as you can, explain what is meant by each of them, and enlarge on those which seem particularly characteristic of Bacon's view, or of the tendencies of his time.

4. (a) Describe concisely Lyly's *Euphues*. (b) Describe the fashion called *Euphuism*, and the kindred tendencies in literature. (c) Whence did these fashions arise? (d) Illustrate by definite references how they affected the literature of the period subsequent to the publication of *Euphues*.

5. What were the remote, and what the immediate circumstances which led to the writing of the *Ecclesiastical Polity*? What are the characteristics of Hooker's mind, ideas, and style exemplified in Bk. I.?

6. Describe Marlowe's characteristics as a dramatist, illustrating by definite references to his works.

7. Point out peculiarities in style and versification which may serve to distinguish the following passages from one another, and to indicate that they belong to different stages of Shakespeare's career :

(a) A cause more promising
Than a wild dedication of yourselves
To unpath'd waters, undream'd shores, most certain
To miseries enough ; no hope to help you,
But as you shake off one to take another ;
Nothing so certain as your anchors, who
Do their best office, if they can but stay you
Where you'll be loath to be. Besides you know
Prosperity's the very bond of love,
Whose fresh complexion and whose heart together
Affliction alters.

(b) The current that with gentle murmur glides,
Thou know'st being stopp'd impatiently doth rage ;
But when his fair course is not hindered,
He makes sweet music with the enamell'd stones
Giving a gentle kiss to every sedge
He overtaketh in his pilgrimage,
And so by many winding nooks he strays
With willing sport to the wild ocean.
Then let me go and hinder not my course :
I'll be as patient as a gentle stream,
And make a pastime of each weary step,
Till the last step have brought me to my love ;
And there I'll rest as after much turmoil
A blessed soul doth in Elysium.

(c) Could great men thunder
As Jove himself does, Jove would ne'er be quiet,
For every fretting, petty officer
Would use his heaven, for thunder ;
Nothing but thunder ! merciful Heaven,
Thou rather with thy sharp and sulphurous bolt
Split'st the unwedgeable and gnarled oak
Than the soft myrtle : but man, proud man,
Drest in a little brief authority,
Most ignorant of what he's most assured,
His glassy essence, like an angry ape,
Plays such fantastic tricks before high heaven
As make the angels weep.



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ANNUAL EXAMINATIONS : 1891.

FOURTH YEAR.

ENGLISH.

HONORS.

Examiner : W. J. ALEXANDER, PH.D.

1. Describe the characters and functions in their respective dramas of Falconbridge and Lady Macbeth.

2. Point out clearly and concisely the points (apart from versification) which differentiate *The Tempest* from the plays of Shakespeare's second period.

3. Discuss the question of unity of plot in the case of the *Merchant of Venice*, (what criticisms have been made in this regard—how may the obstacles to unity of interest have arisen—how and in what degree Shakespeare has overcome them, etc.) Bring forward any other typical examples with which you may be familiar, of the degree to which Shakespeare regards this unity, and of the methods he adopts to maintain the interest.

4. State concisely the argument advanced in behalf of the theory of divided authorship of *Henry VIII.* Employ the following passages to exemplify these arguments as far as regards style and versification.

(a) We must not stint
Our necessary actions, in the fear
To cope malicious censurers ; which ever,
As ravenous fishes, do a vessel follow
That is new trimm'd, but benefit no further
Than vainly longing. What we oft do best,
By sick interpreters—once weak ones—is

Not ours, or not allow'd ; what worst, as oft,
Hitting a grosser quality, is cried up
For our best act. If we shall stand still,
In fear our motion will be mock'd or carp'd at,
We should take root here where we sit, or sit
State-statues only.

(b) Cromwell, I did not think to shed a tear
In all my miseries ; but thou hast forc'd me,
Out of thy honest truth, to play the woman.
Let's dry our eyes ; and thus far hear me Cromwell ;
And, when I am forgotten, as I shall be,
And sleep in dull, cold marble, where no mention
Of me more must be heard of—say, I taught thee ;
Say, Wolsey, that once trod the ways of glory,
And sounded all the depths and shoals of honour,
Found thee a way, out of his wrack, to rise in ;
A sure and safe one, though thy master miss'd it.

5. Express in simple, concise language, as clearly and accurately as you are able, the meaning of (a) in question 4 ; also the meaning of the following passages :

(e) It is religion that doth make vows kept ;
But thou hast sworn against religion,
By which thou swear'st against the thing thou
swear'st,
And mak'st an oath the surety for thy truth
Against an oath ; the truth thou art unsure
To swear, swears only not to be forsworn ;
Else what a mockery should it be to swear ;
But thou dost swear only to be forsworn ;
And most forsworn, to keep what thou dost
swear.

(d) My thoughts, whose murder yet is but fantastical,
Shakes so my single state of man that function
Is smother'd in surmise.

(e) And dare me to the desert with thy sword,
If trembling I inhabit then, protest me
The baby of a girl.

6. Explain what is italicised in the following :

Sleep that knits up the ravell'd *sleave* of care.
The *shard-borne* beetle with his drowsy hum.
My mind she has *mated* and amazed wy sight,
What news on the *Rialto*. Dobbin, my *fill-horse*.
And see my wealthy *Andrew*, dock'd in sand.
Bring them with imagined speed unto the *tracuet*.
To *trash* for over-topping.
Thy banks with *pioned*, and *twilled* brims.
Thus *kulling* in the wide sea of my conscience.
That in mine ear I durst not stick a rose
Lest men should say, Look where three farthings
goes."

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FOURTH YEAR.

ENGLISH.

Examiner : W. J. ALEXANDER, PH.D.

NOTE—Candidates for Honors are to answer the questions in Section A only ; other Candidates will answer any six questions, but not more than six.

A.

1. Contrast Shelley's attitude towards nature with Wordsworth's, illustrating by definite references to their works.

2. Illustrate some of the more characteristic peculiarities of Carlyle's way of thinking by definite references to those of his works which are assigned for special study.

3. Name the writers of EIGHT of the following passages, and indicate in what connection each passage occurs :

(a) A violet by a mossy stone
Half hidden from the eye !
Fair as a star when only one
Is shining in the sky.

(b) We look before and after,
And pine for what is not :
Our sincerest laughter
With some pain is fraught.

(c) Perhaps the self same song that found a path
Through the sad heart of Ruth, when, sick for
home,
She stood in tears amid the alien corn.

(d) Ah, but a man's reach should exceed his grasp,
Or what's a heaven for ?

- (e) The old order changeth, yielding place to new,
And God fulfils himself in many ways.
- (f) Will no one tell me what she says ?
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago.
- (g) Though babbling only to the vale
Of sunshine and of flowers
Thou bringest unto me tale
Of visionary hours.
- (h) A noise like of a hidden brook
In the leafy month of June,
That to the sleeping woods all night
Singeth a quiet tune.
- (i) Let us alone. Time driveth onward fast,
And in a little while our lips are dumb.
Let us alone. What is it that will last ?
All things are taken from us, and become
Portions and parcels of the dreadful past.
- (j) O lift me as a wave, a leaf, a cloud !
I fall upon the thorns of life ! I bleed !
A heavy weight of hours has chain'd and bow'd
One too like thee : tameless, and swift, and proud.
- (k) The light that never was on sea or land,
The consecration, and the poet's dream.
- (l) A grief without a pang, void, dark, and drear,
A stifled, drowsy, unimpassioned grief,
Which finds no natural outlet, no relief,
In word, or sigh, or tear—

4. On the ground of the various peculiarities exhibited in the following "unseen" passages, determine the writer, assigning your reasons in each case :

- (a) Oh, good gigantic smile o' the brown old earth,
This autumn morning ! How he sets his bones
To bask i' the sun, and thrusts out knees and feet
For the ripple to run over in its mirth ;
Listening the while, where on the heap of stones
The white breast of the sea-lark twitters sweet.

This is the doctrine, simple, ancient, true ;
Such is life's trial, as old earth smiles and knows.
If you loved only what were worth your love,
Love were clean gain, and wholly well for you :
Make the low nature better for your throes !
Give earth yourself, go up for gain above !

- (b) A soul, that, watch'd from earliest youth,
And on thro' many a brightening year,
Had never swerved for craft or fear,
By one side-path, from simple truth ;
Who might have chased and claspt Renown
And caught her chaplet here—and there
In haunts of jungle-poisoned air
The flame of life went wavering down ;
But ere he left your fatal shore,
And lay on that funereal boat,
Dying, ' Unspeakable ' he wrote
' Their kindness, ' and he wrote no more ;
And sacred is the latest word ;
And now The was, the Might-have-been,
And those lone rites I have not seen,
And one drear sound I have not heard,
Are dreams that scarce will let me be,
Not there to bid my boy farewell,
When that within the coffin fell
Fell and flash'd into the Red Sea,
Beneath a hard Arabian moon
And alien stars. To question, why
The sons before the fathers die,
Not mine ! and I may meet him soon ;
But while my life's late eve endures,
Nor settles into hueless gray,
My memories of his briefer day
Will mix with love for you and yours.
- (c) If Thou indeed derive thy light from Heaven
Shine poet in thy place, and be content !
The star that from the zenith darts its beams,
Visible though it be to half the earth,
Though half a sphere be conscious of its brightness,
Is yet of no diviner origin,
No purer essence, than the one that burns,
Like an untended watch-fire, on the ridge
Of some dark mountain ; or than those which seem
Humbly to hang, like twinkling winter lamps.
Among the branches of the leafless trees.

(d) Doubtless it will be despised as a weakness by that lofty order of minds who pant after the ideal, and are oppressed by a general sense that their emotions are of too exquisite a character to find fit objects among their everyday fellow-men. I have often been favoured with the confidence of these select natures and find them concur in the experience that great men are over-estimated, and small men insupportable; that if you would love a woman without ever looking back on your love as a folly, she must die while you are courting her; and if you would maintain the slightest belief in human heroism, you must never make a pilgrimage to see the hero. I confess I have often meanly shrunk from confessing to those accomplished and acute gentlemen what my own experience has been. I am afraid I have often smiled with hypocritical assent, and gratified them with an epigram on the fleeting nature of our illusions, which any one moderately acquainted with French literature can command at a moment's notice. Human converse, I think some wise man has remarked, is not rigidly severe. But I herewith discharge my conscience, and declare that I have had quite enthusiastic movements of admiration toward old gentlemen who spoke the worst English, who were occasionally fretful in their temper, and who had never moved in a higher sphere of influence than that of parish overseer; and that the way in which I have come to the conclusion that human nature is lovable—the way I have learnt something of its deep pathos, of its sublime mysteries—has been by living a great deal among people more or less common-place and vulgar, of whom you would, perhaps, hear nothing very surprising if you were to inquire about them in the neighbourhood where they dwell. Ten to one most of the small shop-keepers in their vicinity, saw nothing at all in them. For I have often observed this remarkable coincidence, that the select natures who pant after the ideal, and find nothing in pantaloons or petticoats great enough to command their reverence or love, are curiously in unison with the narrowest and pettiest.

(e) Of all curses that which searches deepest is the violent revelation through infinite darkness—a revelation like that “sudden blaze which far round illuminated hell,” of a happiness or a glory which once and forever has perished. Martyrdom it is, and no less, to revivify by effect of your own, or passively to see rivivified, in defiance of your own fierce resistance, the gorgeous spectacle of your visionary morning life, or of your too rapturous noontide, relieved upon a background of funeral darkness. Such poisonous transfigurations, by which the paradise of youthful hours is forced into distilling demoniac misery for ruined nerves, exist for many a profound sensibility. And, as regards myself, touch but some particular key of laughter and of echoing music, sound but for a moment one bar of preparation, and immediately the pomps and glory of all that has composed for me the delirious vision of life re-awaken for torment; the orchestras of the earth open simultaneously to my inner ear; and, in a moment I behold, forming themselves into solemn groups and processions, and passing over sad phantom stages, all that chiefly I have loved, or in whose behalf chiefly I have abhorred and cursed the grave—all that should *not* have died, yet died the soonest—the brilliant, the noble, the wise, the innocent, the brave, the beautiful. With these dreadful masks, and under the persecution of their malicious beauty, wakens the worm that gnaws at the heart. Under that corrosion arises a hatred, blind and vague, and incomprehensible even to one's self, as of some unknown snake-like enemy, in some unknown hostile world, brooding with secret power over the fountains of one's own vitality.

5. Compare *Eve of St. Agnes*, *Fra Lippo Lippi*, and *Enoch Arden*, so as to bring out the distinguishing characteristics of the three authors.

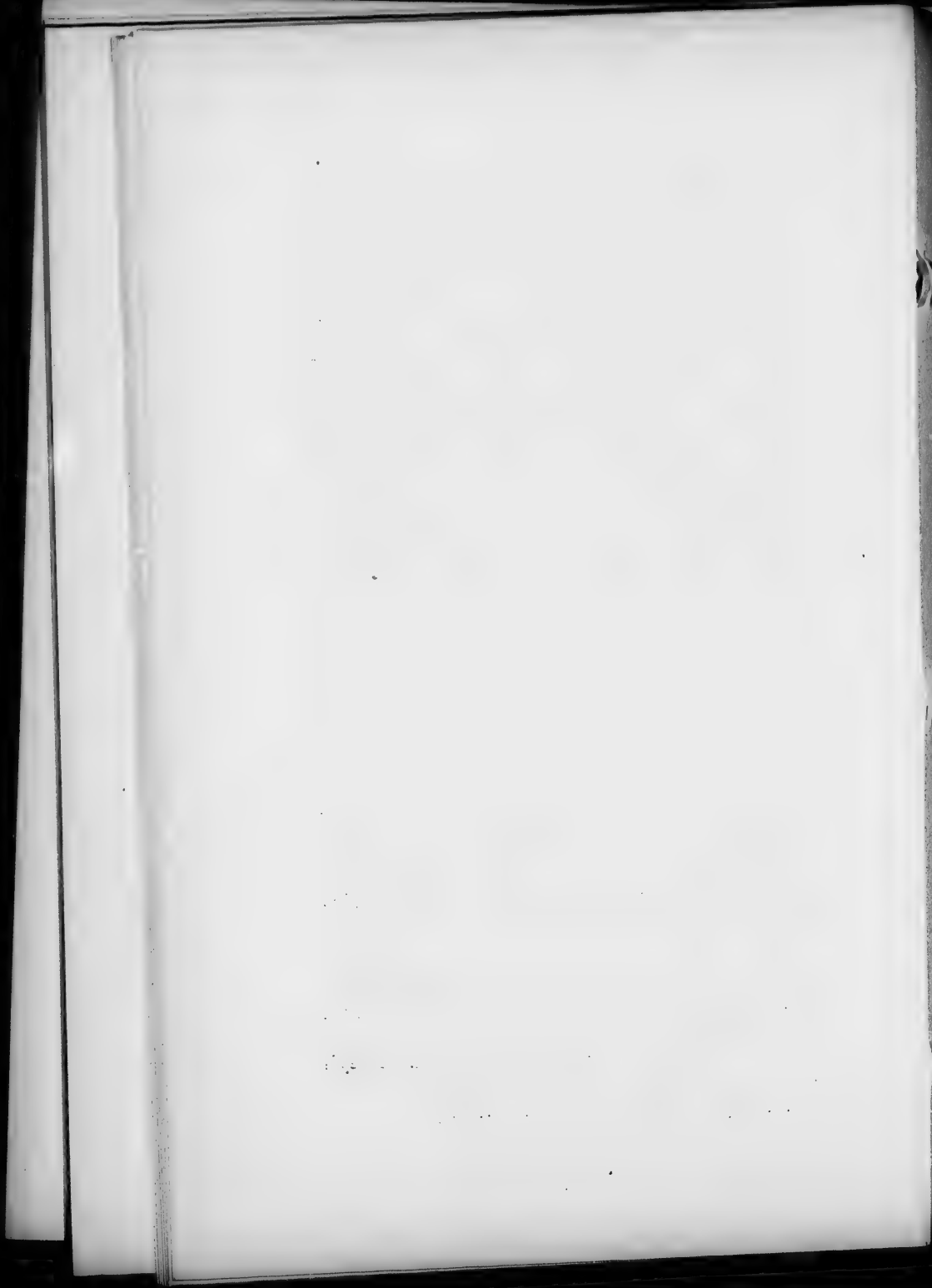
B.

6. Give a concise account of Scott's life and work.

7. What does Coleridge consider to be the merits and defects of Wordsworth's poetry?

8. Describe, with critical comments, EITHER Shelley's *Adonais*, OR Coleridge's *Ancient Mariner*.

9. Compare *Middlemarch* and *Waverley*.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FOURTH YEAR.

ENGLISH.

HONORS.

Examiner : W. J. ALEXANDER, PH.D.

1. Describe in general terms the Faerie Queen, and illustrate the nature of Spenser's genius by definite reference to his works.

2. Give as concisely as possible the most important facts with regard to the following:—*The Shepherd's Calendar*, *Suckville*, *Il Penseroso*, *Hero and Leander*, *Donne*, *George Chapman*.

3. Describe the character of the songs which are a marked feature of the later poetry of the period (reign of Charles I.) and name the principal writers of them.

4. What are the chief merits and defects of the five books of *Paradise Lost* assigned for special study? What is the character of Milton's mind and temper as revealed in his poetical works?

5. Describe *Paradise Regaine*. Discuss the question whether or not this poem has any connection, artistic or other, with *Paradise Lost*.

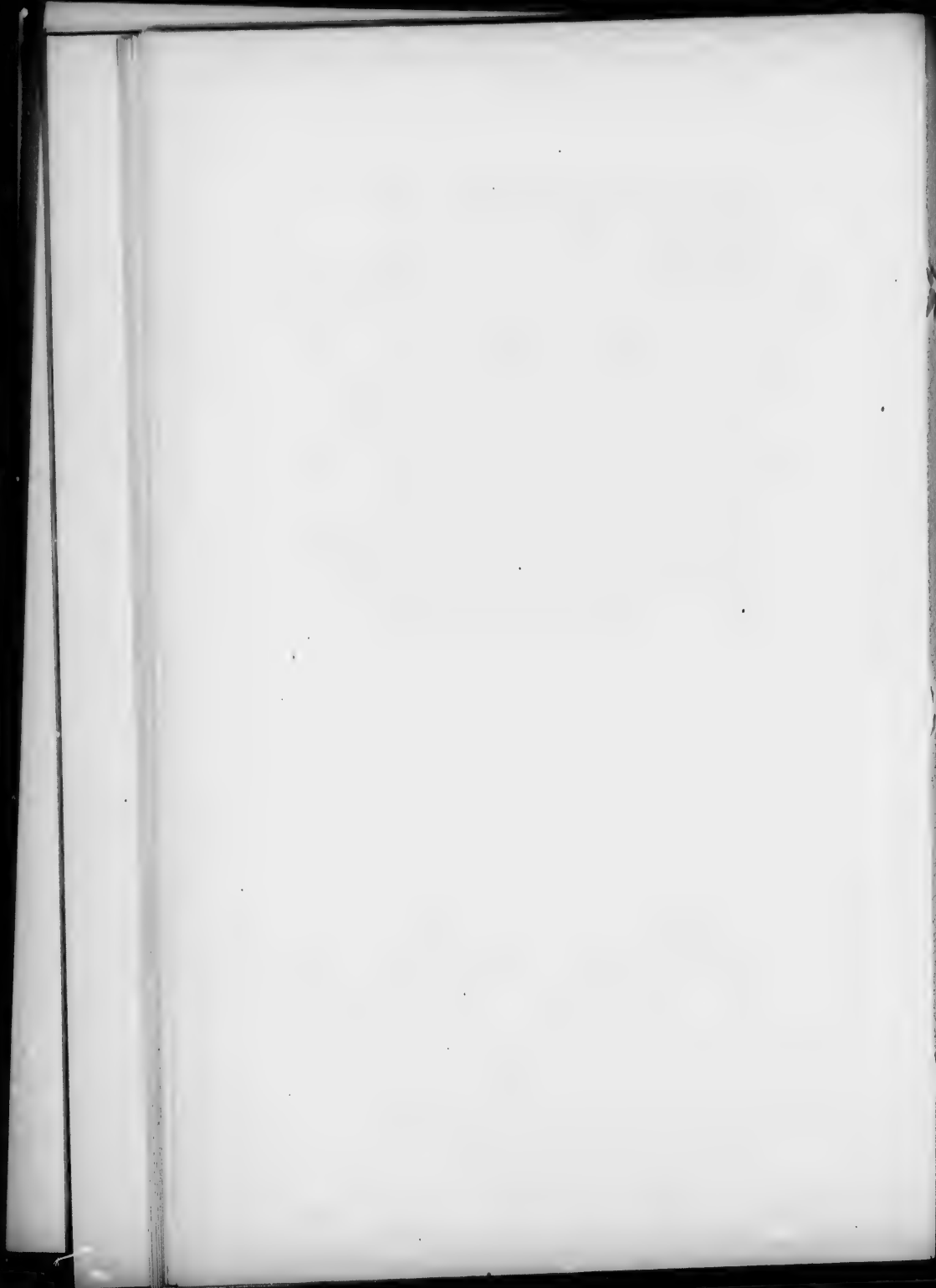
6. Name the author of each of the following passages :

- (a) Let me not to the marriage of true mind
Admit impediments. Love is not love
Which alters when it alteration finds.
- (b) Drink to me only with thine eyes
And I will pledge with mine ;
Or leave a kiss but in the cup,
And I'll not look for wine.

- (c) Leave me, O Love, which reachest but to dust ;
 And thou, my mind, aspire to higher things ;
 Grow rich in that which never taketh rust ;
 Whatever fades, but fading pleasure brings.
 Draw in thy beams, and humble all thy might
 To that sweet yolke where lasting freedoms be ;
 Which breaks the clouds, and opens forth the light,
 That doth both shine and give us sight to see.
 O take fast hold ; let that light be thy guide
 In this small course which birth draws out to
 death,
 And think how ill becometh him to slide,
 Who seeketh heaven, and comes of heavenly
 breath,
 Then farewell, world ; thy uttermost I see :
 Eternal love, maintain thy life in me !
- (d) I sing of brooks, of blossoms, birds, and bowers,
 Of April, May, of June, and July-flowers ;
 I sing of May-poles, hock-carts, wassails, wakes,
 Of bride-grooms, brides, and of their bridal-cakes.
- (e) Sometimes walking not unseen
 By hedge-row elms, on hillocks green,
 Right against the eastern gate
 When the great sun begins his state
 Rob'd in flames and amber light
 The clouds in thousand liveries dight.
- (f) Lord, I confess too, when I dine
 The pulse is thine,
 And all those other gifts that be
 There placed by thee ;
 The worts, the purslain, and the mess
 Of water-cress.
- (g) Yet in these thoughts myself almost despising,
 Haply I think on thee, and then my state,
 Like to the lark at break of day arising
 From the sullen earth, sings hymns at heaven's
 gate.
- (h) Long though it be, at last I see it gloom,
 And the bright evening star with golden crest
 Appear out of the East,
 Fair child of beauty ! glorious lamp of love !
 That all the host of heaven in ranks dost lead,
 And guidest lovers through the night's sad dread,
 How cheerfully thou lookest from above,

And seemst to laugh atweene thy twinkling
light,
As joying in the sight
Of these glad many, which for joy do sing,
That all the woods them answer, and their echo
ring !

- (i) Fame is the spur that the clear spirit doth raise
(The last infirmity of noble minds)
To scorn delights and live laborious days.
- (j) They left me then, when the gray-hooded Ev'n
Like a sad votarist in palmer's weed,
Rose from the hindmost wheels of Phœbus' wain.
- (k) Then as a nimble squirrel from the wood
Ranging the hedges for his filbert food,
Sits pertly on a bough his brown nuts cracking,
And from the shell the sweet white kernel taking,
Till with their crooks and bags a sort of boys,
To share with him, come with so great a noise
That he is forced to leave a nut almost broke
And for his life leap to a neighbour oak.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

FOURTH YEAR.

FRENCH.

Examiner : J. SQUAIR, B.A.

I.

Translate :

Tout amoureux, de sa maîtresse,
Sur son cœur ou dans son tiroir,
Possède un gage qu'il caresse
Aux jours de regret ou d'espoir.

L'un d'une chevelure noire,
Par un sourire encouragé
A pris une boucle que moire
Un reflet bleu d'aile de geai.

L'autre a, sur un cou blanc qui ploie,
Coupé par derrière un flocon
Retors et fin comme la soie
Que l'on dévide du cocon.

Un troisième, au fond d'une boîte,
Reliquaire du souvenir,
Cache un gant blanc, de forme étroite,
Où nulle main ne peut tenir.

Émaux et Camées.

What are the characteristics of Gautier's poetry ?

II.

Translate :

D'où vient donc aujourd'hui,
Mon cousin, que ta porte est si bien verrouillée !
Par les saints ! je croyais ta dague plus rouillée !
Et je ne savais pas qu'elle eût hâte à ce point,
Quand nous te venons voir, de reluire à ton poing !
C'est s'y prendre un peu tard pour faire le jeune homme !
Avons-vous des turbans ? Serait-ce qu'on me nomme
Mahom on Boabdil, et non Carlos, répond !
Pour nous baisser la herse et nous lever le pont ?

Hernani, Acte III, Sc. 7.

1. Point out the cases of *rime riche* occurring in the extract. What are the limitations to its use in French verse.

2. In what respects does Hugo's poetry differ from Gautier's ?

III.

Translate :

Vous êtes niais, Charles, lui disait-elle. J'aurai bien de la peine à vous apprendre le monde. Vous avez été très mal pour monsieur des Lupeaulx. Je sais bien que c'est un homme peu honorable ; mais attendez qu'il soit sans pouvoir, alors vous le mépriserez à votre aise. Savez-vous ce que Madame Campan nous disait ? " Mes enfants tant qu'un homme est au ministère, adorez-le ; tombe-t-il, aidez à le traîner à la voirie. Puissant, il est une espèce de dieu ; détruit, il est au-dessous de Marat dans son égout, parce qu'il vit et que Marat était mort. La vie est une suite de combinaisons, et il faut les étudier, les suivre, pour arriver à se maintenir toujours en bonne position."

Eugénie Grandet.

1. Who was Marat ?

2. What striking contrasts exist between Hugo and Balzac ?

3. *bien de la peine*. Why *de la* ?

4. *attendez qu'il soit*. Why subjunctive ?

IV.

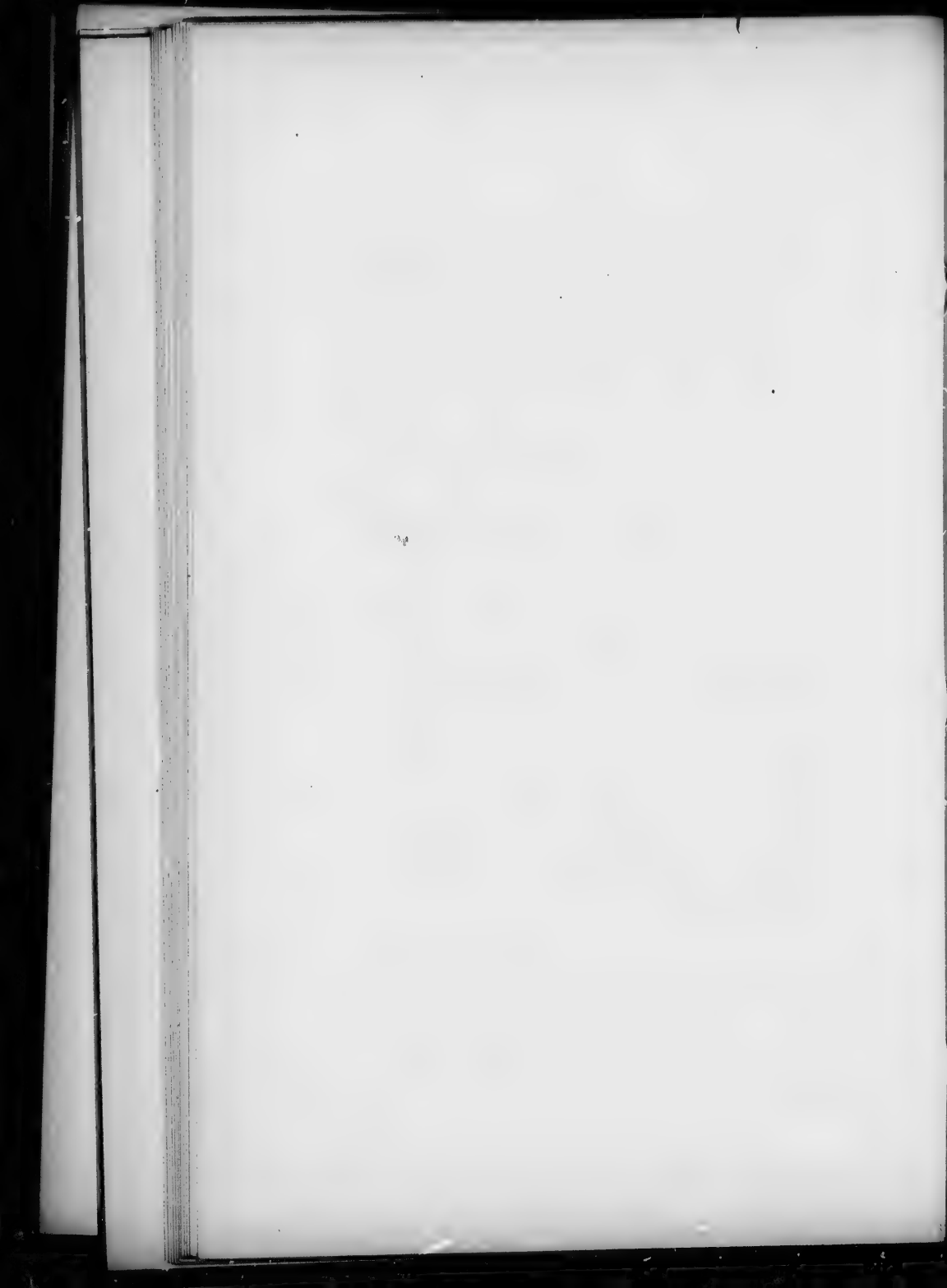
Translate :

Lorsque la nuit venait, il quittait sa place et allait s'asseoir au coin de la cheminée, toujours silencieux et rêvant. A quoi ? Talvanne le savait et il se serait bien gardé de le lui demander, dans la crainte de provoquer quelque crise de colère. Sans trêve, l'époux songeait à la jeune femme morte, et maudissait la destinée qui la lui avait prise. Quand il parlait, poussé par le besoin furieux de s'épancher, c'étaient toujours les mêmes récriminations : Pourquoi la mort de cette femme de vingt-huit ans, forte, belle, heureuse, utile, lorsque tant de vieillards malheureux, languissants ne tenant plus ni à rien, n'achevaient pas de mourir ? Quelle atroce injustice que cette loi de l'existence des êtres qui condamnait la jeunesse et la beauté, et épargnait la décrépitude et la sénilité ?

Le Docteur Rameau.

J'aurai
de. Vous
Lupeaulx.
onorable ;
alors vous
as ce que
s enfants
adorez-le ;
Puissant,
au-dessous
vit et que
e de com-
ivre, pour
position."
randet.

Hugo and



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

FRENCH.

Examiner : W. C. P. BREMNER, B.A.

I.

Translate :

(a) *Figaro*. Le poste n'était pas mauvais, parce qu'ayant le district des pansements et des drogues, je vendais souvent aux hommes de bonnes médecines de cheval...

Le Comte. Qui tuaient les sujets du roi.

Figaro. Ah ! ah ! il n'y a point de remède universel ; mais qui n'ont pas laissé de guérir quelquefois des Galciens, des Catalans, des Auvernats.

Le Comte. Pourquoi donc l'as tu quitté ?

Figaro. Quitté ? C'est bien lui-même ; on m'a desservi auprès des puissances.

(b) C'est une histoire qu'il a forgée en arrivant de Madrid, pour donner le change aux galants et les écarter ; elle n'est encore que sa papille, mais bientôt...

(c) *Fig*. La v'là, la v'là.

Le Comte. Qui donc ?

Fig. Derrière sa jalousie, la voilà, la voilà. Ne regardez pas, ne regardez donc pas.

(d) C'est bien mettre à plaisir de l'importance à tout ! Le vent peut avoir éloigné ce papier, le premier venu, que sais-je ?

1. le premier venu. Translate. All are welcome.

(e) *Barth.* Ah, ah, notre ami, cela vous contrarie et vous dégrise un peu ? Mais n'en décampez pas moins à l'instant.

Le Comte (part) J'ai pensé me trahir ; (Haut) décamper ! Montrez-moi votre brevet d'exemption ; quoique je ne sache pas lire, je verrai bientôt.

Barth. Qu' à cela ne tienne. Il est dans ce bureau . . .

(f) *Barth.* (criant.) Qu' est-ce que j'entends donc ! Le cruel barbier aura tout laissé tomber par l'escalier, et les plus belles pièces de mon nécessaire !

(g) Voyez le grand malheur pour tant de train ! On ne voit goutte sur l'escalier (Il montre la clef au Comte,) Moi, en montant, j'ai accroché une clef...

LE BARBIER DE SÉVILLE.

II.

Translate :

(a) Au lieu de dix chrétiens que je dus t' accorder,
Je t'en veux donner cent ; tu les peux demander.
Qu'ils aillent sur tes pas apprendre à ta patrie
Qu'il est quelques vertus au fond de la Syrie ;
Qu'ils jugent en partant qui méritait le mieux,
Des Français ou de moi, l'empire de ces lieux.

(b) Je voudrais que du ciel le barbare secours
De mon sang, dans mon cœur, eût arrêté le cours,
Le jour qu'empoisonné d'une flamme profane,
Ce pur sang des chrétiens brûla pour Orosmane,
Le jour que de ta sœur Orosmane charmé . .
Pardonnez-moi, chrétiens ; qui ne l'aurait aimé ?

(c) Approche, malheureux, qui viens de m'arracher,
De m'ôter pour jamais ce qui me fut si cher ;
Méprisable ennemi, qui fais encor paraître
L'audace d'un héros avec l'âme d'un traître ;
Tu m'imposais ici pour me déshonorer.
Tes maux vont égaler les maux où tu m'exposes,
Et ton ingratitude, et l'horreur que tu causes.
Avez-vous ordonné son supplice ?

ZAÏRE.

1. Give the principal parts of all the verbs in (a).
2. eût arrêté (b) why subjunctive ?
3. Explain the position in the play of each extract.
4. Scan lines 1, 3, 5, 6 of extract (a).

III.

Translate :

C'étoit dans ces riantes hôtelleries, préparées par le grand Esprit, que nous nous reposions à l'ombre. Lorsque les vents descendoient du ciel pour balancer ce grand cèdre, que le château aérien bâti sur ses branches alloit flottant avec les oiseaux et les voyageurs endormis sous ses abris, que mille soupirs sortoient des corridors et des voûtes du mobile édifice, jamais les merveilles de l'ancien Monde n'ont approché de ce monument du désert.

Chaque soir nous allumions un grand feu et nous bâtissions la hutte du voyage avec une écorce élevée sur quatre piquets. Si j'avais tûé une dinde sauvage, un ramier, un faisan des bois, nous le suspendions devant le chêne embrasé, au bout d'une gaule plantée en terre, et nous abandonnions au vent le soin de tourner la proie du chasseur. Nous mangions des mousses appelées *tripe de roche*, des écorces sucrées de bouleau, et des pommes de mai, qui ont le goût de la pêche et de la framboise. Le noyer noir, l'érable, le sumac fournissoient le vin à notre table. Quelquefois j'allois chercher parmi les roseaux une plante dont la fleur allongée en cornet contenoit un verre de la plus pure rosée.

ATALA.

1. *C'étoit.* Write a note on the ending *-oit*.
2. *que le château.* Explain *que* here. Write a note on the use of the circumflex accent.
3. Shew by sentences the use as auxiliaries of *devoir* and *pouvoir*.
4. Write an article on the Past Participle.

IV.

Translate :

Lorsqu' en 1826, pour faire taire certains mauvais bruits qui exagéraient la portée philosophique et la tendance d'incrédulité de ce premier ouvrage, l'auteur crut devoir le coraprendre dans l'édition de ses Œuvres complètes, il l'accompagna, comme c'était son droit de Notes et de réfutations qui font aujourd'hui de cette lecture le plus singulier mélange. L'écrivain de 1826 se critique, se gourmande, se dément, se raille au passé sur tous les

tons. Il se croit corrigé, mais il ne l'est pas. Ses Notes je l'avoue, sont impatientantes : il ne se tance que pour se louer ; il nous fait souvenir à tout instant de ce mot de La Rochefoucauld qu'il cite " On aime mieux dire du mal de soi que de n'en point parler " Si, dix ans plus tard, en 1836, M. de Chateaubriand, vieilli et hors de la scène, dégagé davantage de son rôle officiel de 1826, n'ayant plus là en face de lui M. de Villèle et la Congrégation, et ce portefeuille de Ministre du Roi perdu d'hier et toujours en perspective,—s'il s'était mis à donner une troisième édition de l'*Essai*, je me figure, sans trop de crainte de me tromper, qu'il aurait fait d'autres Notes critiques sur et contre ses Notes de 1826, et qu'il aurait donné raison plus souvent à ce jeune et liore auteur qu'il était alors, au temps de Londres et dans les années de l'exil.

SAINTE-BEUVE.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

FRENCH.

Examiner: J. SQUAIR.

I.

Translate carefully, adding notes where necessary to explain the poetical language, allusions, &c.

En se quittant, chaque parcelle
S'en va dans le creuset profond
Grossir la pâte universelle,
Faites des formes que Dieu fond.

Les ramiers de nouveau roucoulent
Au cœur de deux jeunes amants,
Et les perles en dents se moulent
Pour l'écrin des rires charmants.

Sur le cresson de la fontaine
Où le cerf boit, l'oreille au guet,
De sa main cachée il égrène
Les grelots d'argent du muguet.

Le monstre, sous sa chair splendide
Cachait son fantôme inconnu,
Et l'œil de la vierge candide
Allait au bel éphèbe nu.

Je vois, de janvier à décembre,
La procession des bourgeois,
Les solons qui vont à la chambre,
Et les Arthurs qui vont au bois.

Un jour louche et douteux se glisse
Aux vitres jaunes du salon
Où figurent, en haut lisse,
Les aventures d'Apollon.

II.

Translate :

Le vieil empereur mort, vite il fait les doux yeux
A l'empire ! A-t-il pas sa France très chrétienne ?
Ah la part est pourtant belle, et vaut qu'on y tienne !
.....

Croire que mon amour eût si peu de mémoire !
Que jamais ils pourraient, tous ces hommes sans
gloire,

Jusqu'à d'autres amours, plus nobles à leur gré,
Rapetisser un cœur où son nom est entré.
.....

C'est toi ! ne m'en veux pas de fuir, être adoré !
.....

Des couronnes, fort bien ! mais des têtes ! .. cherchez.
Des nains ! que je pourrais, concile ridicule,
Dans ma peau de lion, emporter comme Hercule !
Et qui démaillotés du manteau violet,
Auraient la tête encor de moins que Triboulet !

III.

Translate :

Ni les verrues qui ornaient ce visage martial, ni
le teint de brique, ni les bras nerveux, ni les hail-
lons de la Nanon n'apouvantèrent le tonnelier, qui
se trouvait encore dans l'âge où le cœur tressaille.

Cette pièce, dont les deux croisées donnaient
sur la rue, étaient planchéiées ; des panneaux gris,
à moulures antiques, la boisaient de haut en bas ;
son plafond se composait de poutres apparentes,
également peintes en gris, dont les entre-deux
étaient remplis de blanc en bourre qui avait
jauni.

Après avoir ôté ses gants, il se frotta les mains à
s'en emporter la peau, si l'épiderme n'en eût pas
été tanné comme du cuir de Russie, sauf l'odeur
des mélèzes.

La flatterie n'émane jamais des grandes âmes ;
elle est l'apanage des petits esprits, qui réussissent
à se rapetisser encore pour mieux entrer dans la
sphère vitale de la personne autour de laquelle ils
gravitent. La flatterie sous-entend un intérêt.

IV.

Translate into French :

Olyénin's lodgings were almost at the end of the village. Occasionally, in the distance beyond the Terek, in the very direction from which Olyénin had come could be heard the sounds of shots—on the Chechnya heights or the Kumitsky plain. Olyénin felt in good spirits after his three months of camp life ; his strong body was clean and comfortable after the dust and fatigue of the campaign ; all his limbs felt rested, and full of serenity, and strength. His mind was also clear and free from troubles. He recollected that while he was in peril he had behaved well, and that he had been received into the good fellowship of the heroic *Karkatzin*.

The Cossacks.

V.

(For Pass Candidates only.)

1. Give an outline of the life of Voltaire. In what departments of literature was he most active? What are the characteristics of his prose style ?

2. Define Chateaubriand's position in the development of French literature.

3. Name and characterize briefly the most important poets of the 19th century.

4. Write notes on : *La vie de Marianne, Le Diable Boiteux, Voyage autour de ma chambre, Nodier, Elle et Lui, Octave Feuillet, Le Père Goriot, La Harpe, Sainte-Beuve.*

VI.

(For Honor Candidates only.)

Refer the following extracts to the periods and schools to which they belong. Give concisely and definitely your reasons in each case.

(a) *Avantage de l'extrême Laideur.*

L'âge a fané les Roses de Naïs ;
J'ai vu périr la Beauté de Lydie ;
Revers pareil menace en vain Cléis ;
Cléis jamais ne peut être enlaidie.

(b) *J'aime de vos longs yeux la lumière verdâtre,
Douce beauté ! mais tout aujourd'hui m'est amer,
Et rien, ni votre amour, ni le boudoir, ni l'âtre,
Ne me vaut le soleil rayonnant sur la mer*

Et pourtant aimez-moi, tendre cœur ! Soyez mère,
Même pour un ingrat, même pour un méchant ;
Amante ou sœur, soyez la douceur éphémère
D'un glorieux automne ou d'un soleil couchant.

Courte tâche ! La tombe attend ; elle est avide !
Ah ! laissez-moi, mon front posé sur vos genoux,
Goûter, en regrettant l'été blanc et torride,
De l'arrière-saison le rayon jaune et doux !

(c) Quelle est la fin de tout ? la vie, ou bien la tombe ?
Est-ce l'onde où l'on flotte ? Est-ce l'ombre où l'on
tombe ?

De tant de pas croisés quel est le but lointain ?
Le berceau contient-il l'homme ou le destin ?
Sommes-nous ici-bas, dans nos maux, dans nos joies,
Des rois prédestinés, ou de fatales proies ?

O Seigneur, dites-nous, dites-nous, Ô Dieu fort,

Si les nids soyeux.....

Sont faits pour les oiseaux ou pour les oiseleurs.

(d) Et sue ce mot elle donna à sa fille un baiser
passionné qui la réveilla. L'enfant ouvrit les yeux,
de grands yeux bleus comme ceux de sa mère, et
regarda, quoi ? Rien, tout, avec cet air sérieux
et quelquefois sévère des petits enfants, qui est un
mystère de leur lumineuse innocence devant nos
crépuscules de vertus. On dirait qu'ils se sentent
anges et qu'ils nous savent hommes.

(e) *Le temps.* Rien n'est plus long, puisqu'il est
la mesure de l'éternité ; rien n'est plus court, puis-
qu'il manque à tous nos projets ; rien n'est plus
lent pour qui attend, rien de plus rapide pour qui
jouit ; tous les hommes le négligent, tous en regret-
tent la perte.

(f) Il relut sa lettre. Elle lui parut bonne—
Pauvre petite femme ! pensa-t-il avec attendrisse-
ment. Elle va me croire plus insensible qu'un
roc ; il eût fallu quelques larmes là-dessus : mais,
moi, je ne peux pas pleurer ; ce n'est pas ma faute.
Alors, s'étant versé de l'eau dans un verre, Rodol-
phe y trempa son doigt et il laissa tomber de haut
une grosse goutte, qui fit une tache pâle sur
l'encre ; puis, cherchant à cacheter la lettre, le
cachet *Amor nel cor* se rencontra.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FOURTH YEAR.

FRENCH.

HONORS.

Examiner : J. SQUAIR.

1. Sketch Hugo's life subsequent to 1851.
2. To what periods of Hugo's life do *Notre Dame de Paris*, and *Quatre-vingt-treize* belong? What striking differences of style are there in these works?
3. Define accurately the position each of the following extracts holds in the work to which it belongs :

(a) Deux pièces étaient braquées de la chaussée du boulevard sur une seule façade de maison, le magasin Sallandrouze, et tiraient sur la façade à outrance, à toute volée, à quelques pas de distance, à bout portant. Cette maison, ancien hôtel bâti en pierre de taille, fendue par les boulets comme par des coins de fer, s'ouvrait, se lézardait, se crevassait du haut en bas.

- i. Translate this extract.

(b) *Louis Capet, qu'on appelle.* Il ne voulait pas. *Dame, écoutez donc.* Dire que le 13 janvier il faisait cuire des marrons et qu'il riait avec sa famille ! *Quand on l'a couché de force sur la bascule, qu'on appelle,* il n'avait plus ni habit ni souliers ; il n'avait que sa chemise, une veste piquée, une culotte de drap gris et des bas de soie gris. *J'ai vu ça moi.*

- i. Explain the italicized portions.
- ii. Show the appropriateness of the language used here by this individual.

(c) *Gauvain subissait ces spirales vertigineuses de l'esprit revenant sur lui même, qui font la pensée pareille à la couleur.* Décidément, même après examen, pouvait-on nier le dévouement de Lantenac, son abnégation stoïque, son désintéressement superbe ? Quoi ! en présence de toutes les gueules de la guerre civile ouvertes, attester l'humanité !

i. Translate the italicised portion.

ii. With what problem does Gauvain find himself confronted ?

(d) Nous n'essayerons pas de donner au lecteur une idée de ce nez tétraèdre, de cette bouche en fer à cheval, de ce petit œil gauche obstrué d'un sourcil roux en broussailles tandis que l'œil droit disparaissait entièrement sous une énorme verrue, de ces dents désordonnées, ébréchées çà et là, comme les créneaux d'une forteresse, de cette lèvre calleuse sur laquelle une de ces dents empiétait comme la défense d'un éléphant, de ce menton fourchu, et surtout de la physionomie répandue sur tout cela.

i. Translate the extract.

ii. Point out carefully its Romantic characteristics.

(e) *Ça et là, on voit déboucher sur les rampes les cavernes ténébreuses de la science qui s'entrecoûpent dans ses entrailles. Partout sur sa surface l'art fait luxurier à l'œil ses arabesques, ses rosaces, et ses dentelles.*

i. Translate the extract and explain carefully the italicized words.

ii. How would you justify Hugo's frequent digressions ?

(f) Cependant le ravage s'aggravait. Il y avait des écorchures et même des fractures aux mâts, qui, emboîtés dans la charpente de la quille, traversent les étages des navires et y font comme de gros piliers ronds. Sous les frappaements convulsifs du canon, le mât de mizaine s'était lézardé, le grand mât lui même était entamé.

i. Translate the extract.

(g) Sur son vierge métal mon âme avait aussi
 Son auguste origine écrite comme ici,
 Et sans doute à côté quelque *inscription* sainte,
 Et, n'est-ce pas, ma mère ? une *couronne* empreinte !
 Mais des passants aussi, d'impérieux passants
 Qui vont toujours au cœur par le chemin des sens !
 Qui, lorsque le hasard jusqu'à nous les apporte,
 Montent notre escalier et *poussent* notre porte,
 Qui viennent bien souvent trouver l'homme au
saint lieu,
 Et qui le font *tinter* pour d'autres que pour Dieu ;
 Les passions, hélas ! tourbe un jour accourue,
 Pour visiter mon âme ont monté de la rue,
 Et de quelque couteau se faisant un *burin*,
 Sans respect pour le *verbe* écrit sur son *airain*,
 Toutes, mêlant ensemble injure, erreur, blasphème,
 L'ont rayée en tous sens.

i. Point out item by item how this extract fits into its context.

ii. Explain carefully the italicized portions.

(h) Le jour baisse ; on atteint quelque colline chauve
 Que l'âpre solitude entoure, immense et fauve,
 Et dont pas même un arbre, une roche, un buisson,
 Ne coupe l'immobile et lugubre horizon ;
 Les tchacouchs, aux lueurs des premières étoiles,
 Piquent des pieux en terre et déroulent les toiles ;
 En cercle autour du camp les feux sont allumés ;
 Il est nuit. Gloire à Dieu ! voyageurs las, dormez.

i. Outline the poem to which this extract belongs.

ii. Comment on the last line.

(i) Millions ! millions ! châteaux ! liste civile !
 Un jour je descendis dans les caves de Lille ;
 Je vis ce morne enfer.

Des fantômes sont là sous terre dans des chambres,
 Blêmes, courbés, ployés ; le *ruchis* tord leurs membres
 Dans son poignet de fer.

Sous ces voûtes on souffre, et l'air semble un *toxique* ;
 L'aveugle en tâtonnant donne à boire au *phthisique* ;
 L'eau coule à longs ruisseaux ;

Presque enfant à vingt ans, déjà *vieillard* à trente,
 Le vivant chaque jour sent la mort pénétrante
 S'infiltrer dans ses os.

i. Translate the italicized portions.

ii. Explain what the extract means. Show how it illustrates Hugo's unfairness, and also his socialistic tendencies.

iii. Criticize the extract as a piece of poetry.

(j) Oh ! laissez-moi pleurer sur cette race morte
Que rapporta l'exil et qu' l'exil remporte,
Vent fatal qui trois fois déjà les enleva !
Reconduisons au moins ces vieux rois de nos pères,
Rends, drapeau de *Fleurus*, les honneurs militaires
A *l'oriflamme* qui s'en va !

i. Explain exactly the historical facts referred to in lines 2 and 3.

ii. Explain the italicized words.

(k) Enfin, tout au fond, près de la porte, se tenait debout dans l'obscurité, immobile comme une statue, un vigoureux homme à *membres trapus*, à harnois militaire, à *casaque armoriée*, dont la face carrée, *percée d'yeux à fleur de tête*, fendue d'une immense bouche, *dérobant ses oreilles sous deux larges abat-vents de cheveux plats*, sans front, *tenait à la fois du chien et du tigre*.

i. Translate the italicized portions.

ii. Point out the characteristic Romantic expressions.

(l) — Toi, règle le départ, car nous sommes pressés,
Moi, je vais dire un mot *au drôle que tu scis* ;
A tout hasard. Peut-il me servir ? Je l'ignore.
Ici jusqu' à ce soir je suis le maître encore.
Je me vengerai, *va !* Comment ? Je ne sais pas ;
Mais je veux que ce soit effrayant ! De ce pas,
Va faire nos apprêts, et hâte-toi.

* * * *

Une marquise

Me disait l'autre jour en sortant de l'église :
" Quel est donc ce brigand qui, là bas, *nez au vent*,
Se carre, l'œil au guet et la hanche en avant,
Plus délabré que Job et plus fier que Bragance,
Drapant sa guenouille avec son arrogance,
Et qui, *froissant du poing sous sa manche en haillons*
L'épée à lourd pommeau qui lui bat les talons,
Promène, d'une mine altière et magistrale,
Sa cape en dents de scie et ses bas en spirale ?

i. Translate the italicized portions.

ii. Criticize the extracts under (l) precisely from the Classicist stand-point.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

FRENCH. HONORS.

Examiner: J. SQUAIR.

I.

Translate into English:

(a) Li reis Marsilies i fist molt *que* traditre :
De ses paliens il vos enveiat quinze,
Chascuns *portout* une branche d'olive,
Noncièrent voz cez paroles melismes.
A voz Franceis un conseil en presistes,
Lodèrent voz *alques* de legerie.

(b) Vairs out les oelz et molt fier le visage,
Gent out le cors et les costez out larges;
Tant par fut bels, tuit *si* per l'en esguardent.
Dist a Rollant: "Tot fols, por quei t'esrages?
Ço sèt hom bien que jo sui tes padrastre."

(c) Reis Corsablis il est de l'autre part;
Barbarins est et molt de males arz.
Cil at parlet a lei de bon vassal,
Por tot l'or *Deu* ne voelt estre codarz.
Es vos poignant Malprimis de Brigal,
Plus cort a piet que ne fait uns chevaux.
Devant Marsilie cil s'escridet molt halt:
"Jo conduirai mon cors en Rencesvals;
Se *truis* Rollant, ne lairrai que nel mat."

(d) Oliviers sent qu'il est a mort *nafrez*.
 De *lui* vengier jamais ne li iert sez;
 En la grant presse or i fiert come ber,
 Trenchet cez hanstes et cez escuz boclers,
 Et piez et poinz, espalles et costez.
 Qui *lui* vedist Sarrazins desmembrer,
 Un mort sor altre a la terre jeter,
 De bon vassal *li* podust remembrer.

1. Parse the words in italics.

2. Derive carefully, letter by letter, showing whether the changes are regular or not; *portout*, *paroles*, *costez*, *parlét*, *vengier*, *fiert*, *por*, *escridet*, *out*, *sez*.

3. Give the modern equivalent of the following words, and explain why they have changed: *portout*, *out*, *sét*, *sui*, *tes*, *piet*, *truis*, *podust*.

4. *Vassal*, *ber*, *nafrez*, *escuz* *boclers*. Derive these words. Write notes on the changes of meaning they have undergone from earliest times till the present.

5. Rewrite extract (d) in modern French prose form.

II.

Translate into English:

(a) Ab ! gentis rois, quant Diex vos fist croisier,
 Toute Egypte doutoit vostre renon;
 Or perdes tout quant vos voles laisser
 Jherusalem estre en chativoisons.
 Quar quant Diex fist de vos election
 Et signor de sa venjance,
 Bien deussies monstrier vostre poissance
 De revengier les mors et les chaitis
 Qui por vous sont et por s'amor ocis.

(b) Cueurs d'ennuy pieca morfondus,
 Dieu mercy, sont sains et jolis;
 Alez vous en, prenez pais,
 Yver, vous ne demourres plus:
 Les fourriers d'Este sont venus.

III.

Translate into English:

En l'ost de Grece furent quei,
 en crieme sunt et en esfrei.

trop lur meschiet, ce lur est vis.
mult i a ja des lur ocis
et des blechiez et des navrez
tels dunt sunt cil dedens grevez.
rei Thelamon plaignent et plurent ;
la u il gist vunt tuit et curent ;
grant pour unt que il ne muire.
mais ce lur dient bien li mire,
qu'ainz nagueres sera tuz sains ;
de ce seient fi et certains ;
nes espoente pas la plaie,
ne cuident pas qu'a mort le traie.

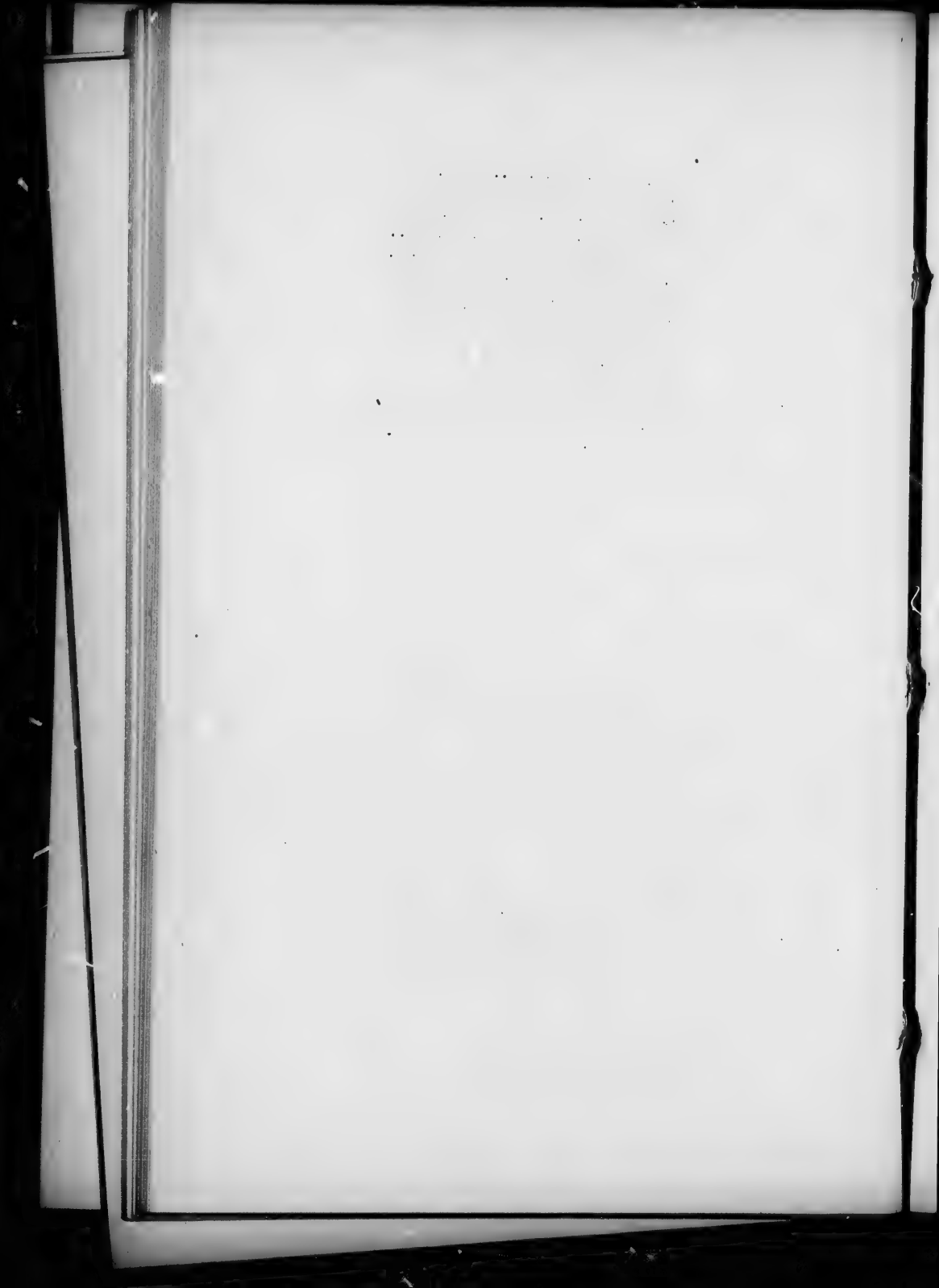
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University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FOURTH YEAR.

FRENCH. HONORS.

Examiner : W. H. FRASER, B.A.

I.

Translate :

(a) Montons, montons encore. D'autres cieux fécondés

Sont, par delà nos cieux, d'étoiles inondés.
Franchissant notre azur, mon hardi télescope
De notre amas stellaire a percé l'enveloppe ;
Hors de ce tourbillon monstrueux de soleils,
J'ai vu l'infini plein de tourbillons pareils ;
Oui, dans ces gouffres bleus, dans ces profondeurs
sombres

Dont la distance échappe au langage des nombres,
Il est — je les ai vus — dez nuages laiteux,
Des gouttes de lumière aux rayons si douteux,
Qu'un ver luisant caché dans l'herbe de nos routes,
Jette assez de leur pour les éclipser toutes.

PONSARD.

(b) À gauche, une trainée de roches labourées et décharnées s'allonge en promontoire jusqu'à une arcade de grève durcie, que les hautes marées ont ouverte et d'où la vue par trois côtés plonge sur l'Océan. Sous la bise qui siffle, il se hérissé de flots violâtres ; les nuages qui passent le marbrent de plaques encore plus sombres ; si loin que le regard porte, c'est une agitation malade de vagues ternes, entre-croisées et disloquées, sorte de peau mouvante qui tressaille, tordue par une fièvre in-

térieure ; de temps en temps, une raie d'écume qui les traverse marque un soubresaut plus violent. Ça et là, entre les intervalles des nuages, la lumière découpe quelques champs glauques sur la plaine uniforme ; leur éclat fauve leur couleur malsaine, ajoutent à l'étrangeté et aux mesures de l'horizon. Ces sinistres lueurs changeantes, ces reflets d'étain sur une houle de plomb, ces scories blanches collées aux roches, cet aspect gluant des vagues, donnent l'idée d'un creuset gigantesque, dont le métal bouillonne et luit.

TAINE.

(c) L'un, d'une vertu haute et austère, d'une probité au-dessus de nos mœurs, d'une vérité à l'épreuve de la cour, philosophe sans ostentation, chrétien sans faiblesse, courtisan sans passion, l'arbitre du bon goût et de la rigidité des bien-séances, l'ennemi du faux, l'ami et le protecteur du mérite, le zéléteur de la gloire de la nation, le censeur de la licence publique ; enfin un de ces hommes qui semblent être comme les restes des anciennes mœurs, et qui seuls ne sont pas de notre siècle.

L'autre, d'un génie vaste et heureux, d'un candeur qui caractérise toujours les grandes âmes et les esprits du premier ordre, l'ornement de l'épiscopat, et dont le clergé de France se fera honneur dans tous les siècles ; un évêque au milieu de la cour ; l'homme de tous les talents et de toutes les sciences, le docteur de toutes les Églises, la terreur de tous les siècles, le Père du dix-septième siècle, et à qui il n'a manqué que d'être né dans les premiers temps pour avoir été la lumière des conciles, l'âme des Pères assemblés, dicté des canons, et présidé à Nicée et à Ephèse.

MASSILLON.

II.

Translate into French :

(a) Marius was by birth a man of the people in the best sense; he sprang neither from the proud nobility nor yet from the low populace of the Forum. Family honours he had none, liberal education he had none; his temper was rude and coarse, and on provocation brutally ferocious; he had little eloquence or skill in civil affairs, but he was not without a certain cunning, with which he tried to supply their place. On the other hand, he was a good soldier, and a good officer, and we see no reason why we should not add a good general. He rose from the ranks to his consulships mainly, if not wholly, by his own merit.

FREEMAN.

(b) His Imperial Majesty comes first, and all alone! I have often seen him, and always find the same difficulty in analyzing my own impressions, or conveying them, as to that impassive, reserved, changeless, dark, far-removed countenance. * * Only a flatterer could call the proud cold face handsome, and only an enemy would, I think, style its austere constraint and lofty discontent ill-looking. It is a typical Japanese man's face in many points. You would see a thousand such in a week's travelling hereabouts, but this one stands apart in character as in elevation, touched in its most ordinary lines and lineaments with an almost marble reticence and an iron-clad refusal to be common, even if nature stamped it common, in so much that the slightest bend of the brow in salutation appears to be the result of a superhuman effort of reluctant will. One would say this is a Mikado of the past, who is obliged to belong to and to bow before the too prevailing present, but who, nevertheless, keeps his secret soul apart in the stern and great society of his ancestors, and "with the far-off company of anti-que Shinto gods."

EDWIN ARNOLD.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

FOURTH YEAR.

'FRENCH COMPOSITION.

Examiner : J. SQUAIR, B.A.

Write an essay in French on any one of the following topics :

- (a) L'avenir du Canada.
- (b) Comment on fait la politique au Canada.
- (c) Les plaisirs de l'hiver.
- (d) L'alliance entre la France et la Russie.
- (e) Perrette et le pot au lait.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GERMAN.

Examiner: G. H. NEEDLER, B.A., PH.D.

* * Candidates for Honors are required to write all answers in German.

I.

Translate:

Wallenstein. Es lebt im Menschenleben Augenblicke,
Wo er dem Weltgeist näher ist, als sonst,
Und eine Frage frei hat an das Schicksal.
Solch ein Moment war's als ich in der Nacht,
Die vor der kühner Aktion vorüberging,
Gedankenvoll an einen Baum gelehnt,
Hinaus sah in die Ebene. Die Feuer
Des Lagers brannten düster durch den Nebel,
Der Waffen dumpfes Rauschen unterbrach,
Der Runden Ruf einformig nur die Stille.
Mein ganzes Leben ging, vergangenes
Und künftiges, in diesem Augenblick
An meinem inneren Gesicht vorüber,
Und an des nächsten Morgens Schicksal knüpfte
Der ahnungsvolle Geist die fernste Zukunft.

Da sag' ich also zu mir selbst: So vielen
Gebietest du! Sie folgen deinen Sternen,
Und segnen, wie auf eine große Nummer,
Ihr Alles auf dein einzig Haupt, und sind
In deines Glückes Schiff mit dir gestiegen.
Doch kommen wird der Tag, wo diese alle
Das Schicksal wieder auseinander streut,
Nur wen'ge werden treu bei dir verharren.
Den möcht ich wissen, der der treueste mir
Von allen ist, die dieses Lager einnehmen.
Gieb mir ein Zeichen, Schicksal! Der soll's sein,
Der an dem nächsten Morgen mir zuerst
Entgegenkommt mit einem Liebeszeichen."

SCHILLER, Wallensteins Tod.

1. *Der an dem nächsten Morgen mir zuerst Entgegenkommt mit einem Liebeszeichen.*

Who did this turn out to be? Show by a reference to subsequent events whether this sign proved true or false.

2. Sketch briefly the character of Max Piccolomini and the part he plays in *Wallenstein*.

II.

Translate :

Es ärgert mich jedesmal, wenn ich sehe, dass man auch Gottes liebe Blumen, eben so wie uns, in Kasten getheilt hat, und nach ähnlichen Äusserlichkeiten, nämlich nach Staubfäden-Verschiedenheit. Soll doch mal eine Eintheilung statt finden, so folge man dem Vorschlage Theophrasts, der die Blumen mehr nach dem Geiste, nämlich nach ihrem Geruch, eintheilen wollte. Was mich betrifft, so habe ich in der Naturwissenschaft mein eigenes System, und demnach theile ich Alles ein : in Dasjenige, was man essen kann, und in Dasjenige, was man nicht essen kann.

HEINE, *Harzreise*.

1. Give your estimate of Heine, the man and the writer, as he shows himself in his *Harzreise*.

2. State concisely Heine's relation to the Romantic School.

III.

Translate :

"Das ist eine Kapelle, nicht wahr?" fragte sie, als sie an seiner Seite in den feierlich dämmernden Raum eintrat. "Du kannst es immerhin so nennen," erwiderte er, "es ist das Grabmal unserer Königin Luise; hast Du von der schon einmal etwas gehört?" Sie schüttelte das Haupt. "Nun, siehst Du," erklärte er weiter. "sie wird bei uns zu Lande wie eine Heilige geliebt und verehrt, weil sie so gut war." Er hatte dem Aufseher gewinkt, dass er seiner nicht bedürfte, und jetzt stand er mit ihr vor dem Marmorbilde der ruhenden Königin. Plötzlich fühlte er, wie des Mädchens beide Hände seinen Arm ergriffen; er wandte sich zu ihr und sah sie halbgeöffneten Mundes mit

großen Augen auf das Bildwerk niederstarren
Es war der Ausdruck, den er an jenem Abende
des Faust in ihren Zügen bemerkt hatte.

WILDENBRUCH, *Die heilige Frau.*

1. *an jenem Abende des Faust.* What evening is
here referred to?

2. Tell the story of *Die Danaide*.

IV.

Translate :

Erhabner Geist, du gabst mir, gabst mir alles,
Warum ich bat. Du hast mir nicht umsonst
Dein Angesicht im Feuer zugewendet.
Gabst mir die herrliche Natur zum Königreich,
Kraft, sie zu fühlen, zu genießen. Nicht
Kalt staunenden Besuch erlaubst du nur,
Vergönntest mir in ihre tiefe Brust,
Wie in den Busen eines Freunds, zu schauen.
Du führst die Reihe der Lebendigen
Vor mir vorbei und lehrst mich meine Brüder
Im stillen Busch, in Luft und Wasser kennen.
Und wenn der Sturm im Walde braust und knarrt
Die Riesenfichte stürzend Nachbaräste
Und Nachbarstämme quetschend niederstreift,
Und ihrem Fall dumpf hohl der Hügel donnert,
Dann führst du mich zur sichern Höhle, zeigst
Mich dann mir selbst, und meiner eignen Brust
Geheime tiefe Wunder öffnen sich.
Und steigt vor meinem Blick der reine Mond
Besänftigend herüber, schweben mir
Von Felsenwänden, aus dem feuchten Busch
Der Vorwelt silberne Gestalten auf
Und lindern der Betrachtung strenge Lust.

GOETHE, *Faust*, Pt. I.

1. At what point in the drama is this monologue
delivered? Describe Faust's relations with Mephis-
topheles from here to the end of Pt. I., omitting the
Walpurgisnacht and the Walpurgisnachtstraum.

2. *Erhabener Geist, du gabst mir, gabst mir alles*
Warum ich bat.

Who is the *erhabener Geist*, and under what
circumstances had he been previously called upon by
Faust?

Translate:

(a) Freilich wäre es ein herrliches Ding um unsern Intellekt, wenn er für sich bestände, also ursprüngliche und reine Intelligenz wäre und nicht ein bloß sekundäres Vermögen, welches notwendig auf einem Willen wurzelt, vermöge dieser Basis aber eine Verunreinigung fast aller seiner Erkenntnisse und Urteile zu erleiden hat. Denn wäre dies nicht, so könnte er ein reines Organ der Erkenntnis und Wahrheit sein. Allein wie es jetzt steht, wie selten werden wir da ganz klar sehen in einer Sache, bei der wir irgendwie interessiert sind! Es ist kaum möglich: denn bei jedem Argument und jedem hinzu kommenden Datum spricht sogleich der Wille mit, und zwar ohne daß man seine Stimme von der des Intellekts selbst unterscheiden könnte, indem ja beide zu einem Ich verschmolzen sind. Am deutlichsten wird dies, wenn wir den Ausgang einer uns angelegenen Sache prognostizieren wollen: da verfälscht das Interesse fast jeden Schritt des Intellekts, bald als Furcht, bald als Hoffnung.—SCHOPENHAUER.

(b) Im Grenzenlosen sich zu finden,
Wird gern der einzelne verschwinden.
Da löst sich jeder Überdruß;
Statt heissem Wünschen, wildem Wollen,
Statt läst'gem Fordern, strengem Sollen
Sich aufzugeben, ist Genuss.

Weltseele, komm, uns zu durchdringen!
Dann mit dem Weltgeist selbst zu ringen,
Wird unsrer Kräfte Hochberuf.
Teilnehmend führen gute Geister,
Gelinde leitend höchste Meister
Zu dem, der alles schafft und schuf.

Und umzuschaffen das Geschaffne,
Damit sich's nicht zum Starren waffne,
Wirkt ewiges, lebendiges Thun.
Und was nicht war, nun will es werden,
Zu reinen Sonnen, farbigen Erden;
In keinem Falle darf es ruhn.

Es soll sich regen, schaffend handeln,
Erst sich gestalten, dann verwandeln;
Nur scheinbar steht's Momente still.
Das Ewige regt sich fort in allen,
Denn alles muß in Nichts zerfallen,
Wenn es im Sein beharren will.—GOETHE.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GERMAN.

Examiner: A. F. CHAMBERLAIN, M.A.

I.

1. Translate into German *any five* of the following:

(a) Whoever would do good in the world, ought not to deal in censure. We ought not to destroy, but rather construct.

(b) There is no business, no avocation whatever, which will not permit a man, who has the inclination, to give a little time every day to study.

(c) Every good writer is to be read, and diligently; and when the volume is finished, is to be gone through again from the beginning.

(d) A wise man knows an ignorant one, because he has been ignorant himself; but the ignorant cannot recognise the wise, because he has never been wise.

(e) The reason why borrowed books are seldom returned, is that it is easier to retain the books themselves than what is inside of them.

(f) No man having leisure to learn all things, a wise man must be sure to lay hold on that which is most useful.

(g) Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it.

(h) Ambition is often overtaken by calamity, because it is not aware of its pursuer, and never looks behind.

(i) Talking and eloquence are not the same: to speak, and to speak well, are two things. A fool may talk, but a wise man speaks.

2. Translate into English *any five* of the following, noting carefully grammatical and idiomatic peculiarities:

- (a) Wir wollen sein ein einig Volk von Brüdern,
In keiner Noth uns trennen und Gefahr.
Wir wollen trauen auf den höchsten Gott
Und uns nicht fürchten vor der Macht der
Menschen.—SCHILLER.
- (b) Was *uns* Not ist, uns zum Heil
Ward's gegründet von den Vätern;
Aber das ist unser Teil,
Dass *wir* gründen für die Spätern.—E. GEIBEL.
- (c) Ja, einst bricht ein Morgen an,
Der nie wieder weicht der Nacht;
Wo der Kampf ist abgethan
Mit des Bösen dunkler Macht.—DE WETTE.
- (d) Eine schöne Menschenseele finden,
Ist Gewinn; ein schönerer Gewinn ist,
Sie erhalten, und der schönst' und schwerste,
Sie, die schon verloren war, zu retten.—HERDER.
- (e) Keine Sprache drückt Sachen aus, sondern
nur Namen; auch keine menschliche Vernunft also
erkennt Sachen, sondern sie hat nur Merkmale von
ihnen, die sie mit Worten bezeichnet.—HERDER.
- (f) Der Mensch auf der rohesten Stufe nährt
sich überall von der Jagd, wozu seltener der Fischfang
kommt; erst von der Jagd geht er zum Nomadenleben,
zur Viehzucht über.—GEIGER.
- (g) Die Juden sollen besondere Heimlichkeiten
von dem Namen Gottes gewusst haben. Das lasse ich
aber gut sein und wünsche nur, dass das Andenken an
Gott und eine jede Spur, daraus wir ihn erkennen
können, mir und allen Menschen über Alles gross und
herrlich sein möge.—M. CLAUDIUS.
- (h) Das ganze Land von der Elbe an, in der Breite
und in der Länge, bis an die Heidenschaft in Littauen
und bis jenseit Ungarn, alles hiesz Wenden. Das geht
aus ihrer Sprache hervor, denn sie weichen darin nicht
sehr von einander ab.—AUS DER SÄCHSISCHEN CHRONIK.
- (i) Dieser aussergewöhnliche Mann stammte aus
Genua. Geboren mit einem unwiderstehlichen Drange,
in die hohe See hinauszufahren, sass er als Kind, schau-
end und sinnend, stundenlang am Ufer des Meeres und
ging schon mit seinem vierzehnten Jahre zu schiffe.—
KARL GUDE.

II.

1. Write a concise account of the formation of the plurals of German nouns, illustrating your answer by proper examples.

2. Write sentences indicating clearly the sense in which each of the following words is used in German: *hoffentlich, artig, gelegen, unmöglich, zerrinnen, spotten.*

3. Mention the chief points with regard to the formation and use of compound nouns in German. Give examples showing clearly the rules and the exceptions.

4. Compare the uses of the Infinitive in German and in English.

III.

(a) Translate into German :

Henry VIII. appointed Sir Thomas More to carry an angry message to Francis I. of France. Sir Thomas told him that he feared, if he carried such a message to so violent a king as Francis, it might cost him his head. "Never fear," said the king, "if Francis should cut off your head, I would make every Frenchman now in London a head shorter." "I am obliged to your Majesty," said Sir Thomas, "but I much fear if any of their heads will fit my shoulders."

(b) Translate into English :

Droben stehet die Kapelle,
Schauet still ins Thal hinab ;
Drunten singt bei Wies' und Quelle
Froh und hell der Hirten Knab'.

Traurig tönt das Glöcklein nieder,
Schauerlich der Leichenchor ;
Stille sind die frohen Lieder,
Und der Knabe lauscht empor.

Droben bringt man sie zum Grabe,
Die sich freuten in dem Thal.
Hirtenknabe, Hirtenknabe !
Dir auch singt man dort einmal.

LUDWIG UHLAND.

[OVER]

IV.

1. Write brief notes on : *Hildebrandslied*, *Notker*, *Kaiserchronik*, *Dietmar von Aist*, *Gottfried von Strassburg*.

2. Indicate the state of German literature in the 15th and 16th centuries, mentioning the chief writers and their principal works.

3. Give some account of *Friedrich von Spee* and his writings.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

GERMAN.
HONORS.

Examiner: W. H. VANDERSMISSEN, M.A.

I.

(a) Translate :

dô sî sich hete geleit
an ir alte bettestat,
sî bereite aber ein bat
mit weinenden ougen :
wan sî truoc tougen
nâhe in ir gemüete
die aller meisten güete,
die ich von kinde ie vernam.
welch kint getete ouch ie alsam ?
des einen sî sich gar verwac,
gelebete sî morne den tac,
daz sî benamen ir leben
umbe ir herren welte geben.

1. Conjugate *hete*, *geleit*, *truoc*, *vernam*, *verwac*, *geben*.
2. What phonetic changes are exemplified in the modern forms of *bat*, *ougen*, *gemüete*, *vernam*, *umbe* ?
3. Indicate the pronunciation in M. H. G. and N. H. G. respectively of *aber*, *ie*, *vernam*, *leben*.
4. Name the author, and give an outline of this work, pointing out its more prominent mediæval characteristics.

(b) Translate :

Künc Constantin der gap so vil,
als ich es iu bescheiden wil,
dem stuol ze Rôme, sper, kriuz unde krône.
zehant der engel lûte schré:
owê, owê, zem dritten wê!
ez stuont diu kristenheit mit zûhten schône:
Der ist nû ein gift gevallen;
ir honec ist worden zeiner gallen.
daz wirt der werlt her nâch vil leit.
alle fürsten lebent nû mit êren;
wan der hœ̃ste ist gewachet.
daz hât der pfaffen wal gemacht:
daz sî dir, sîezer got, gekleit.
die pfaffen wellent leien reht verkêren.
der engel hât uns wâr geseit.

5. Write explanatory notes on this poem, particularly on lines 11 and 12, and show how it exhibits the political opinions of the author.

6. Give some account of the author's career, and of the times in which he lived.

7. Conjugate *gap*, *bescheiden*, *schré*.

(c) Translate :

ûf einem grünen achmardi
truoc si den wunsch von pardis,
bêde wurzeln unde rîs.
das was ein dinc, daz hiez der grâl,
erden wunsches überwal.
Repanse de schoy si hiez,
die sich der grâl tragen liez.
der grâl was von sôlher art;
wol muoser kiusche sîn bewart;
die sîn ze rehte solde pflegn,
die muose valsches sich bewegn.

8. Give some account of the poem from which this extract is taken, and of its author.

9. Conjugate *kom*, *sach*, *tragen*, *liez*.

(d) Translate :

"Nu sî, swie starc si welle! ine lâze der reise niht
hin zuo Prûnhilde. swaz halt mir geschicht.
durch ir unmâzen schoere muoz ez gewâget sîn.
waz, ob mir got gefûeget, daz si mir volget an den
Rîn?"

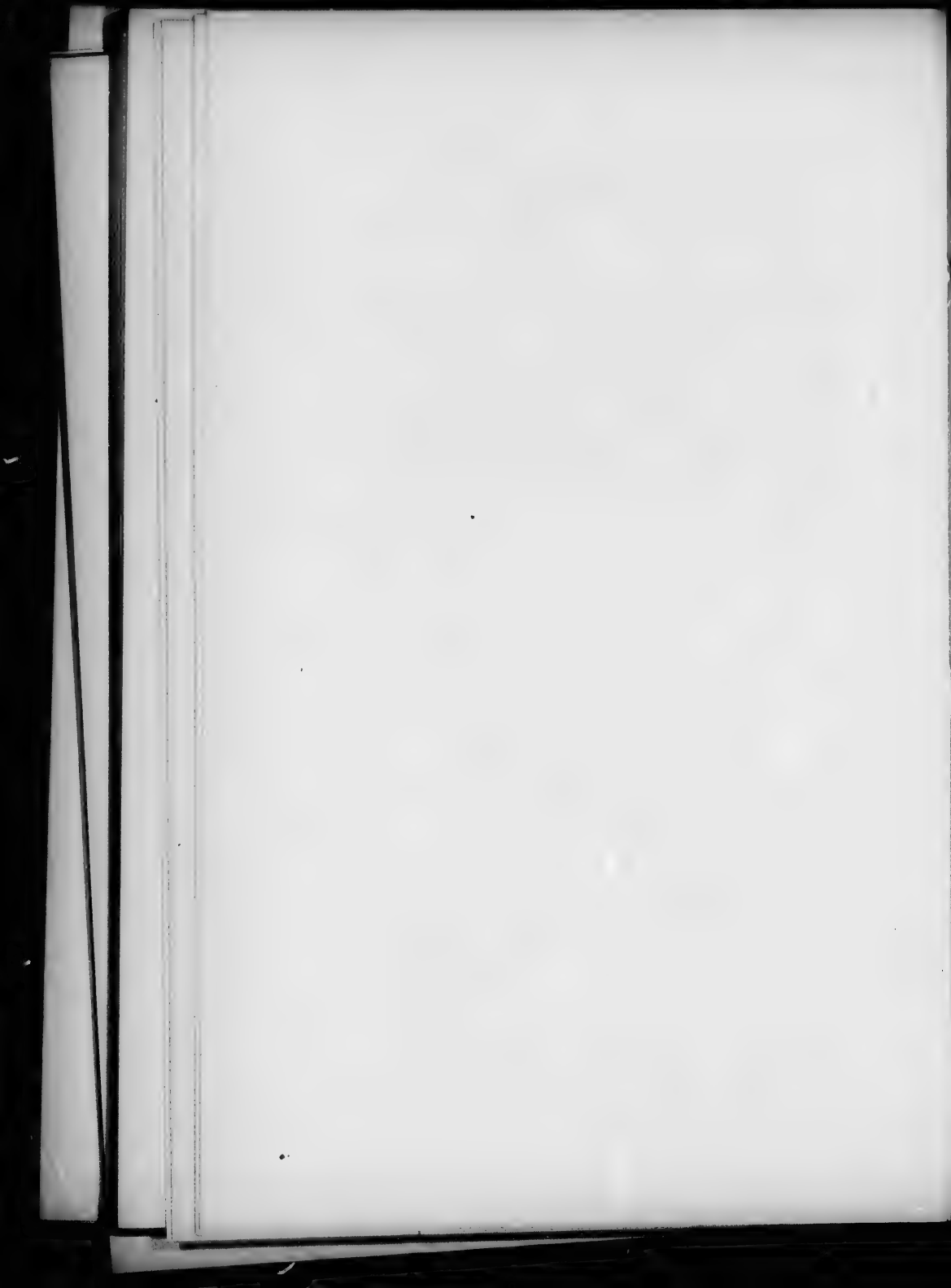
Sô wil ich iu daz râten " sprach dô Hagene,
 " ir bitet Sifrit mit iu ze tragene
 die vil starken reise : daz ist nu mîn rât :
 sit ime daz ist kûndec, wie ez umb die frouwen
 stât."

10. Scan the stanza.

11. Give the rules for the construction of the Nibelungenstrophe, and indicate the general character of M. H. G. versification.

12. Indicate the part played by Gunther, Brünhilde, Hagen, and Kriemhild respectively in this poem.

13. To what source do we owe a knowledge of the previous relations between Siegfried and Brünhild ? Sketch the tale of the *Nibelungenhort*, and of the loves of the two characters just mentioned according to this source.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GERMAN.

HONORS.

Examiner: G. H. NEEDLER, B.A., PH.D.

I.

A Translate into modern German:

Thiu menigi thiū dār stuont inti gihōrta quādun thaz thonar gitān uuāri, andere quādun: 'engil sprah zi imo.' Thō antlingita ther heilant inti quad: 'nalles thurah mih thisiu stemma quam, oh thurah iuuuih. Nū ist duom thesses mittilgartes, nū ther hērōsto thesses mittilgartes uuirdit eruorpfan ūz. Irti ih, ob ih erhaban uuirdu fon erdu, alliu thinsu zi mir selbemo.' Thaz quad her gizeihanōnti uuellhemo tōde sterbenti uuāri. Thō antlingita imo thiū menigi: 'uuir gihōrtumēs fon theru ēvvu uuanta Christ uuonēt zi ēuuidu; inti vvuo quidistū: gilinpfit zi erhefanne mannes sun? Uuer ist ther mannes sun?' Thō quad ther heilant: 'noh nū ist lucil liocht in iu. Geet unz ir liocht habēt, thaz iuuuih finstarnessi ni bifāhe; thie dār in finstarnesse geet ni uueiz uuara her ferit. Mit diu ir liocht habēt, giloubet in liocht, thaz ir liohtes barn sīt.'

TATIAN.

1. Give the principal parts of *stuont*, *gihōrta*, *quādun*, *quam*, *eruorpfan*, *erhaban*, *thinsu*.
2. *ist*, *geet*. Give the infinitive and the present indicative (sing. and plur.) of each of these verbs.
3. *ther hērōsto*. Decline in the singular (all genders.)

B Translate into English :

Sō er giuūisso thār bifānd uuār drūhtin Krist gibóran
uuard,

thāht er sār in fésti mihilo ankusti.

Zi imo er ouh thō lādota thie uuisun man theih ságeta,
mit in gistuant er thīngon ioh filu hālingon.

Thia zit eiscota er fon in, sō ther stérro giuunon uuas
quēman zi in,

bat sie iz ouh birúahtin, bi thaz selba kind irsúahtin.
'Gidúet mih,' quad er, 'ánauuart bi thos stérren fart,
sō fáret, eiscot thäre bi thaz kind säre.

Sīn eiscot iolīcho ioh filu giuūāralīcho,
slūmo duet ouh thānne iz mir zi uuízzanne.

In uuīllu faran béton nan (sō rfet mir filu mánag man),
thaz ih tharzúa githinge, ioh imo ouh géba bringe.'

OTFRID, *Evangelienharmonie*.

1. Write out in full the present indicative and the
preterite indicative of one strong verb, and of one weak
verb from this extract.

2. Decline *er, ih*, (sing. and plur. of both.)

II.

1. Give the three periods in the development of the
High German language, shewing the main changes it
underwent in passing from stage to stage, and explain-
ing why different dates may be given as approximately
marking the border-line between the MHG. and NHG.
periods.

2. Which of the High German dialects furnished the
principal literary monuments of the OHG period?
Give their geographical position, and assign each of the
following to the proper dialect: Tatian, Ludwigslied,
St Emmeramer Gebet, Otfrid.

3. What is the most thorough-going change notice-
able in the German vowels when we compare the
MHG. with the NHG. period? Illustrate by an ex-
ample for each vowel.

4. Give the MHG. equivalents of the following
words, writing notes on changes in the vowels or con-
sonants of each:—*baum, dumm, haus, farbe, lieb, treue,*
sonne, schlange, geier, blatt.

III.

Translate into modern German :

Daz evangelium zelit uns, daz daz himilrih
kelih si demo hûshërro, der des morgenis fruo in
sinan uuinkarten samenoti dei uuerhliuti. Uuer
uuiridit rehtere kikagenmâzzit demo hûshërren,
denne unser hërro der heilige Christ? der dir
rihtet alla die er kiscuof, alsô der hûshërro rihtet
die imo untertânen. Der huoshërro ladote allen
den tac die uuerhliute in sinan uuinkarten, sume-
liche fruo, sumeliche ze mittemo morgene, sume-
liche zi mittemo taga, sumliche ze nôna, sumeliche
ana demo âbanda oder in suelihemo cite si imo
zuo chômen. Alsô ne gistilte unser hërro der
almahtige got vone anakenge dere uuerlti unzi ana
den ente die predigâre ci sentenna zi dera lêra
sinere iruuelitono. Der uuinkarte pizeichinet die
gotis ê, in der dir kisezzet unde kerihet uuerdent
elliuh reht alsô diu uuinreba kerihet uuiridit in
demo scuuzzelinge.

Wessobrunner Predigt.

NOTE.—*gistilte* - liess ab ; *scuuzzelinge* - Schössling
(Zweig.)



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

GERMAN.

HONORS.

GOETHE.

Examiner : W. H. VANDERMISSEN, M.A.

I.

Translate :

- (a) Schweige, Schweige !
Mißblickende, mißredende du !
Aus so gräßlichen einzahnigen
Lippen ! was enthaucht wohl
Solchem furchtbaren Gräuelschlund.
Denn der Bössartige wohlthätig erscheinend,
Wolfsgrimm unter schafsvolligem Blies,
Mir ist er weit schrecklicher als des dreißpigen
Hundes Rachen.
Nengstlich lauschend stehn wir da,
Wann ? wie ? wo nur bricht's hervor
Solcher Tücke
Tiefaufdauerndes Ungethüm ?

GOETHE, *Faust*, Act III.

1. Show the connection of this passage with the plot.

2. Contrast the language and versification of this passage with that of Goethe's "Iphigenie."

- (b) Sie schleicht heran, an abertausend Enden
Unfruchtbar selbst Unfruchtbarkeit zu spenden ;
Nun schwillt's und wächst und rollt und überzieht
Der wüsten Strecke widerlich Gebiet.
Da herrschet Well' auf Welle kraftbegeistert,
Zieht sich zurück und es ist nichts geleistet,

Was zur Verzweiflung mich beängstigen könnte !
Zwecklose Kraft unbändiger Elemente !
Da wagt mein Geist sich selbst zu überfliegen ;
Hier möcht' ich kämpfen, diesz möcht' ich besiegen.

Ibid, Act IV.

3. How is the wish expressed in the last two lines carried out in the last act ? Illustrate your reply by quotations.

4. Describe the *dénouement* of the play, and show how it agrees with the pact between Faust and Mephisto in Pt. I., giving quotations.

II.

1. How do Goethe's autobiographical works reveal his personal characteristics as a man and an author ?

2. Estimate the effect of Goethe's Italian journey on the development of his genius, specifying the works particularly influenced thereby.

3. Contrast *Meister's Wanderjahre* with the *Lehrjahre*, and give some account of the former.

4. Estimate the value to German literature of Goethe's friendship with Schiller, stating what works of the former in particular received an impulse from the latter, and illustrating your answer by allusions to Schiller's correspondence.

III.

Translate with explanatory notes :

SULEIKA.

Kaum dasz ich dich wieder habe,
Dich mit Kusz und Liedern labe,
Bist du still in dich gekehret ;
Was beengt und drückt und störet ?

HATEM.

Ach, Suleika, soll ich's sagen ?
Statt zu loben möcht' ich klagen !
Sangest sonst nur meine Lieder,
Immer neu und immer wieder.

Sollte wohl auch diese loben,
Doch sie sind nur eingeschoben ;
Nicht von Hafis, nicht Nisami,
Nicht Saadi, nicht von Dschami.

Kenn' ich doch der Väter Menge,
Sylb' um Sylbe, Klang um Klänge,
Im Gedächtnisz unverloren ;
Diese da sind neu geboren.

Gestern wurden sie gedichtet.
Sag'! hast du dich neu verpflichtet ?
Hauchest du so froh-verwegen
Fremden Athem mir entgegen,

Der dich eben so belebet,
Eben so in Liebe schwebet,
Lockend, ladend zum Vereine,
So harmonisch als der meine ?

SULEIKA.

War Hatem lange doch entfernt,
Das Mädchen hatte was gelernt,
Von ihm war sie so schön gelobt,
Da hat die Trennung sich erprobt.
Wohl, dasz sie dir nicht fremde scheinen ;
Sie sind Suleika's, sind die deinen.

GOETHE, *Divan*.

1. Who was Suleika ? Describe Goethe's relations to her in real life, and show how the poet has idealized it in the "Divan."
2. Give the titles of three of the other books of this work, and indicate the nature of their contents.
3. Mention some of the poems written by Suleika, with quotations.
4. Trace the origin of Goethe's studies in Oriental poetry, and name some poets who followed his lead in this direction.

University of Toronto.

ANNUAL EXAMINATIONS: 1991.

FOURTH EXAMINATION.

GERMAN.

HONORS.

Examiner: A. F. CHAMBERLAIN, M.A.

I.

Translate into English:

- (a) Sie blühen schon in Feld und Wald die Blumen
lenzgeboren,
Der Lerche Sang, der Drossel Schlag dringt hell zu
unsern Ohren,
Der Osterglocken froher Klang verkündet Aufer-
stehen,
Der Genius des Lenzes zieht durch Feld und Wald
und Höhen
Und Rosenknospen brechen auf beim Lied der Nach-
tigallen,
Und Jubelhymnen weihevoll dem groszen Gott
erschallen.
Sie blühen schon in holdem Schmuck, von heiligem
Licht umflossen,
Die Geistesblumen rein und schön, der Wahrheit
Schosz entsprossen.
Ein groszer Geistesfrühling tagt, die Geister mächtig
ringen,
Für Wahrheit, Freiheit, Recht und Licht die Flam-
menschwerter klingen.
Sie blühen schon im lichter Kleid, der Wahrheit
Licht geweiht,
Von dir, o groszer Diesterweg, die Saaten ausge-
streuet.
Die Bahnen hast du uns gezeigt, worauf zu Gottes
Ruhme

Erbblüht ein edles, treues Volk zum freien Menschen-
thume.

Drum nahen heute huldigend wir dir, dem groszen
Todten,

Der kühn für Wahrheit, Freiheit stritt, als Winter-
fröste drohten.

Und Dank und ew'ge Liebe sei dir, Geistesheld, ent-
boten.

O dass in jedem Lehrerherz die heil'gen Gluten
lohten,

Die brannten einst in deiner Brust für alles Gute,
Wahre!

O, dass der Geist von Diesterweg uns all' zusam-
menschare,

Damit ein hohes Ideal im Kampf verwirklicht werde:
Ein *freies* Volk auf *freiem* Grund auf Gottes schöner
Erde!

Ein Lehrerstand, an Geist, Gemüth im Sinn des
groszen Todten,

Die Jugendbildner *gut* und *schön*, der *Wahrheit*
treue Boten.

Das deutsche Volk, so stark und fromm und fest
wie seine Eichen,

Im Schmuck der alten Lieb', und Treu' den heil'gen
deutschen Zeichen.

Das deutsche Volk, gesinnungstreu im Ringen nach
Vollendung,

Am tapfren Schwert den Palmenzweig nach gott-
gewollter Sendung.

Sie blühen schon! Die Ostergrüsz' entflammen unsre
Herzen,

Dass glühen ungetrübt und rein der Freude helle
Kerzen.

Sie blühen schon beim Becherklang, des Frohsinns
schönste Triebe,

Sie blühen schon nach deutscher Art, Gemüthlich-
keit und Liebe,

Sie blühen schon! Dies sei mein Grusz im gastlich
freien Siegen:

Wir wollen, schlaget alle ein, in diesem Zeichen
siegen!

KLEIN-BOCHUM.

(b) Das war einmal ein Jubeltag !
 Bei Sedan fiel der grosze Schlag :
 Mac Mahon war ins Garn gegangen,
 Der Kaiser und sein Heer gefangen,
 Und blitzschnell flog die Siegespost
 Am Draht nach Süd und Nord und Ost,
 Da gab's ein Jubeln ohne Maszen,
 Von Flaggen wogten alle Straszen,
 Vieltausendstimmig scholl Hurra,
 Und waren noch Kanonen da,
 So schosz man auch Viktoria.
 Doch jedenfalls die Wacht am Rhein
 Ward angestimmt von grosz und klein;
 Denn auch durch der Unmünd'gen Mund
 Wird Gottes Lob von alters kund.
 Und einer von den kleinsten Jungen,
 Der hat am laut'sten mitgesungen :
 Die bunte Mütze auf dem Ohr,
 Die Höslein flott im Stiefeirohr,
 Marschirt er wacker mit im Chor,
 Beteiligt sich den Morgen lang
 An jedem Schrei und jedem Sang ;
 So wichtig nahm's der kleine Wicht.
 Als ging's ohn' ihn entschieden nicht,
 War so mit Leib und Seel' dabei,
 Als ob er selbst die Rheinwacht sei,
 Hat drum den Glockenschlag vergessen
 Und kommt zu spät zum Mittagessen.
 Mit heissen Wangen, rotem Kopf,
 Mit off'ner Brust, verwehtem Schopf,
 Erscheint er endlich siegesmatt —
 Die andern waren schon halb satt —
 Grüszts obenhin, setzt sich zu Tisch
 Und greift nach seinem Löffel frisch,
 Jedoch der biedre Vater spricht :
 „ Fritz, ungebetet iszt man nicht ! ”
 Worauf mein Fritz vom Stuhl ersteht,
 Die Hände faltet zum Gebet,
 Und weil sein Kopf noch stark zerstreut,
 Giebt's, wie der Geist ihm just gebeut,
 Spricht : „ Lieber Gott, magst ruhig sein,
 Fest steht und treu die Wacht am Rhein,
 Amen ! ”

FRIEDRICH KARL VON GEROK.

II.

Translate into English :

- (a) Herzlich tut mich erfreuen
die froelich summerzeit,
All mein geblüt vernewen ;
der mei vil wollust geit.
Die lerch tut sich erschwingen
mit ihrem hellen schall ;
lieblich die voeglin singen,
vorauz die nachtigal.
- Der kuckuck mit seim schreien
macht froelich iederman.
Des abends froelich reien
Die meidlin wolgetan.
Spazieren zu den brunnen
Pfleget man in diser zeit,
All welt sucht freud und wunne
mit reisen fern und weit.

VOLKSLIED, des XVI. Jahrh.

- (b) Und huob an von Socrate zesagen : wie der
vnrechtenlich von den sinen wer worden geur-
teilt : und doch des nit wölt entrinnen, wie wol
er gemöcht hett : umb das er die forcht zweyer
dingen hynneme, die den menschen allen pinlich-
est syn gesehen werden : das ist die furcht des
kerekhers, und die forcht des tods. Darnach
ertzalt er die gefengknüsz Platonis, und die kesti-
gung und pyn Anaxagore und Zenonis : und (on
die selben) mancher völekern unrechte verdam-
mung. Er meldet ouch das ellend Rutili und
Boecij, und der andern aller die. Boecius in dem
buoch de consolacione sagt mit unuerschultem
tode verderbt worden syn.

NICOLAUS VON WEIL.

III.

Translate :

- (a) In dem walde süeze doene
sinent cleiniu vogelin.
An der heide bluomen schoene
blüejent gegen des maien schîn.
Alsô blüet mîn, hôher muot
mit gedanken gegen ir güete,
diu mir rîchet mîn gemüete,
sam der troum den armen tuot.

ULRICH VON LICHTENSTEIN.

- (b) Swer tiutsch wil ebene tihten
der muoz sîn herze rihten
ûf mangerleie sprâche.

swer waent, daz die von Âche
redent als die von Franken,
dem sûln die miuse danken.
Ein ieglich lant hât sinen site,
der sîn lantvolke volget mite.
An sprâche, an mâze und an gewande
ist unterscheiden lant von lande,
Der werlde dinc stêt ûberal
An sprâche, an mâze, an wâge, an fal;
ist aber niht tugent in diesem drin,
Schilt man si danne, daz lâze ich sîn.

HUGO VON TRIMBERG.

IV.

- (a) Translate into Modern German :

Quad tho "Sum man habeta zuuene suni.
Quad tho der jungoro fon then themo fater, "fater,
gib mir teil thero éhti, thiû mir gibure." her tho
teilta thia eht Nalles after manegen tagon
gisamonoten allen ther jungoro sun elilentes fuor
in verra lantscaf, inti thar ziunarî sina éht lebento
virnlustigo.

AMMONIUS, *Evangelien Harmonie*.

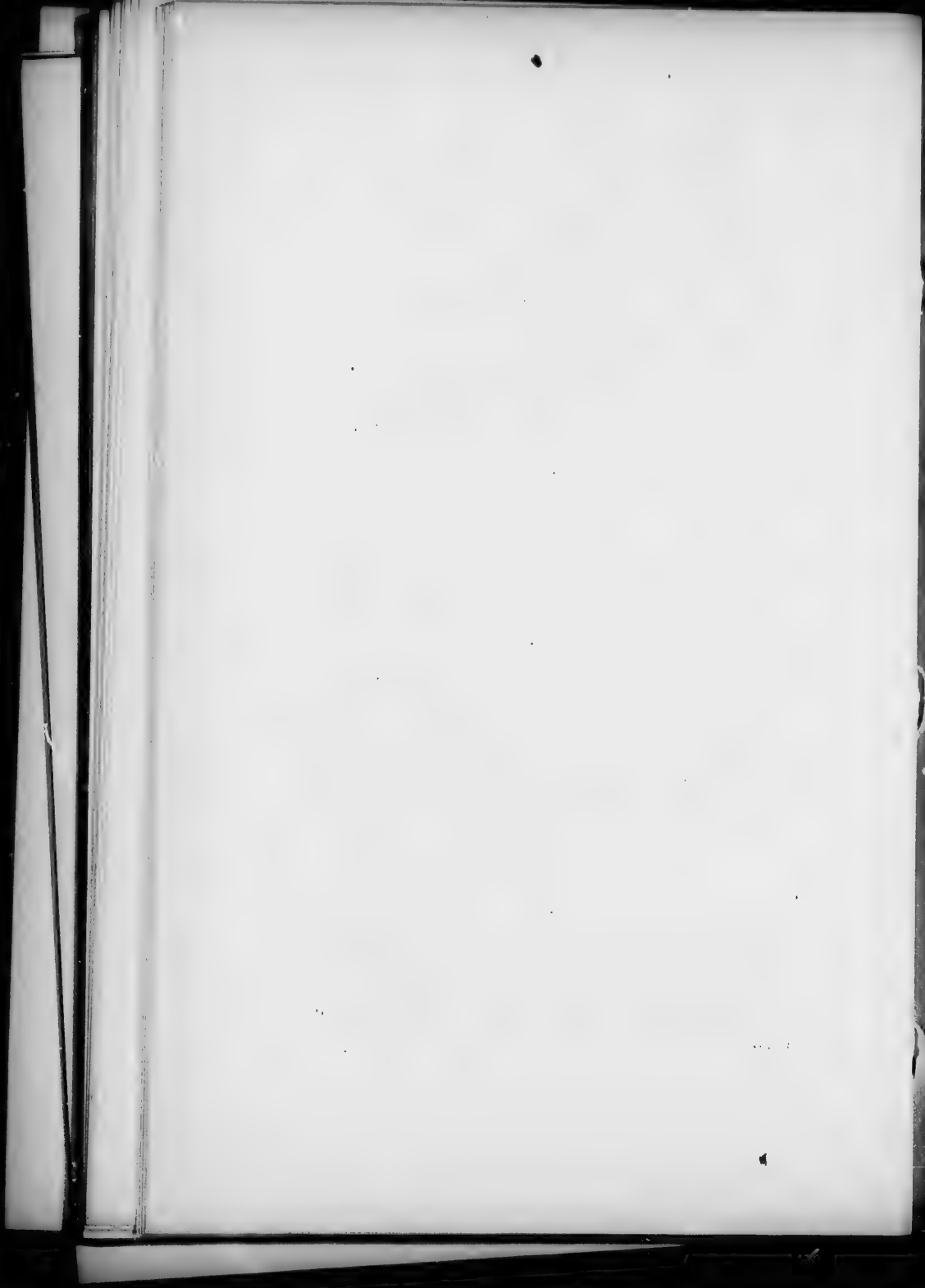
- (b) In godes minna ind in thes christiânes folches
ind unser bédherô gehaltnissi, fon thesemo dage
fram mordes, sô fram sô mir got gewizci indi mahd
furgibit, sô haldih tesun mînan bruoder, sôsô man
mit rehtû sînan bruodher scal, in thiû thaz er mig
sô sama duo. indi mit Ludheren in nohheiniu
thing ne gegangu, thê mînan willon imo ce scad-
hen werâhên.

SCHWUR DER KÖNIGE zu Strassburg, 842.

V.

1. Write notes on the authors of extracts III.a,
III.b, IV.a.

2. Enumerate the words in parts II., III., IV., that
are now entirely obsolete, and mention those that have
taken their place.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ITALIAN. HONORS.

Examiner: WM. OLDRIGHT, M.A., M.D.

1. Give the various forms of relative and interrogative pronouns and adjectives, with rules for their use. Illustrate by example in each case.
2. Give the various uses of the preposition *da*.
3. How do you form the comparatives of adjectives? Illustrate by examples.
4. Compare Italian and English in the use of the infinitive and participles. Give examples.
5. Translate :

MORTE. In caso che tu non parli col tuo pensiero o con persona che tu abbi dentro alla strozza, alza più la voce e scolpisci meglio le parole: che se mi vai borbottando tra' denti con quella vocina da ragnatelo, io t'intenderò domani, perchè l'udito, se non sai, non mi serve meglio che la vista.

MODO. Benchè sia contrario alla costumatezza, e in Francia non si usi di parlare per essere uditi, pure perchè siamo sorelle, e tra noi possiamo fare senza troppi rispetti, parlerò come tu vuoi. Dico che la nostra natura e usanza comune è di rinnovare continuamente il mondo; ma tu fino da principio ti gittasti alle persone e al sangue; io mi contento per lo più delle barbe, dei capelli, degli abiti, delle masserizie, dei palazzi e di cose tali. Ben è vero che io non sono però mancata e non manco di fare parecchi giuochi da paragonare ai tuoi, come verbigrazia sforacchiare quando orecchi, quando labbra e nasi, e stracciarli colle bazzecole che io v'appicco per li fori; abbruciacchiare le

carni degli uomini con istampe roventi che io fo che essi v'improntino per bellezza; formare le teste dei bambini con fasciature e altri ingegni, mettendo per costume che tutti gli uomini del paese abbiano a portare il capo di una figura, come ho fatto in America e in Asia; storpiare la gente colle calzature snelle; chiuderle il fiato e fare che gli occhi le scoppino dalla strettura dei bustini; e cento altre cose di questo andare.

6. *dentro alla strozza*..... (a) What other preposition does *dentro* take? (b) Translate: *He is within*.

7. Give the principal parts of all irregular verbs in the above extract.

8. Point out any nouns which are irregular or peculiar in the formation of the plural.

9. Translate:

Gran cosa è questa. O che tutti gli orioli fallano, o il sole dovrebbe esser levato già è più di un'ora: e qui non si vede nè pure un barlume in oriente; con tutto che il cielo sia chiaro e terso come uno specchio. Tutte le stelle risplendono come fosse la mezza notte. Vattene ora all' Almagesto o al Sacrobosco, e di' che ti assegnino la cagione di questo caso. Io mi ricordo aver letto poco fa in un libro moderno di uno Spagnuolo, che i Peruviani raccontano che una volta, in antico, fu nel paese loro una notte lunghissima, anzi sterminata; e che alla fine il sole uscì fuori da un certo lago, che chiamano di Titicaca. Ma insino a qui ho pensato che queste tali, non fossero se non ciance; e io l'ho tenuto per fermo, come fanno tutti gli uomini ragionevoli. Ora che io m'avveggo che la ragione e la scienza non rilevano, a dir proprio, un'acca; mi risolvo a credere che queste e simili cose possano esser vere verissime: anzi io sono per andare a tutti i laghi e a tutt'i pantani ch'io potrò, e vedere se io m'abbattessi a pescare il sole. Ma che è questo rombo che io sento, che par come delle ali di uno uccello grande?

10. *Gran*. State its peculiarities, and mention any other adjectives which undergo similar changes.

11. Compare all irregular adjectives and adverbs in the above extract.

12. Translate into Italian :

What are you doing here in this room ? There are a hundred things to be done, and you are losing time, and not one of them is executed (*eseguire*).

Pardon, sir, I think that getting ready (*allestire*) the trunk (*baule*) is one of the things necessary to be done.

I want you for something more important. Cause the trunk to be filled by the women.

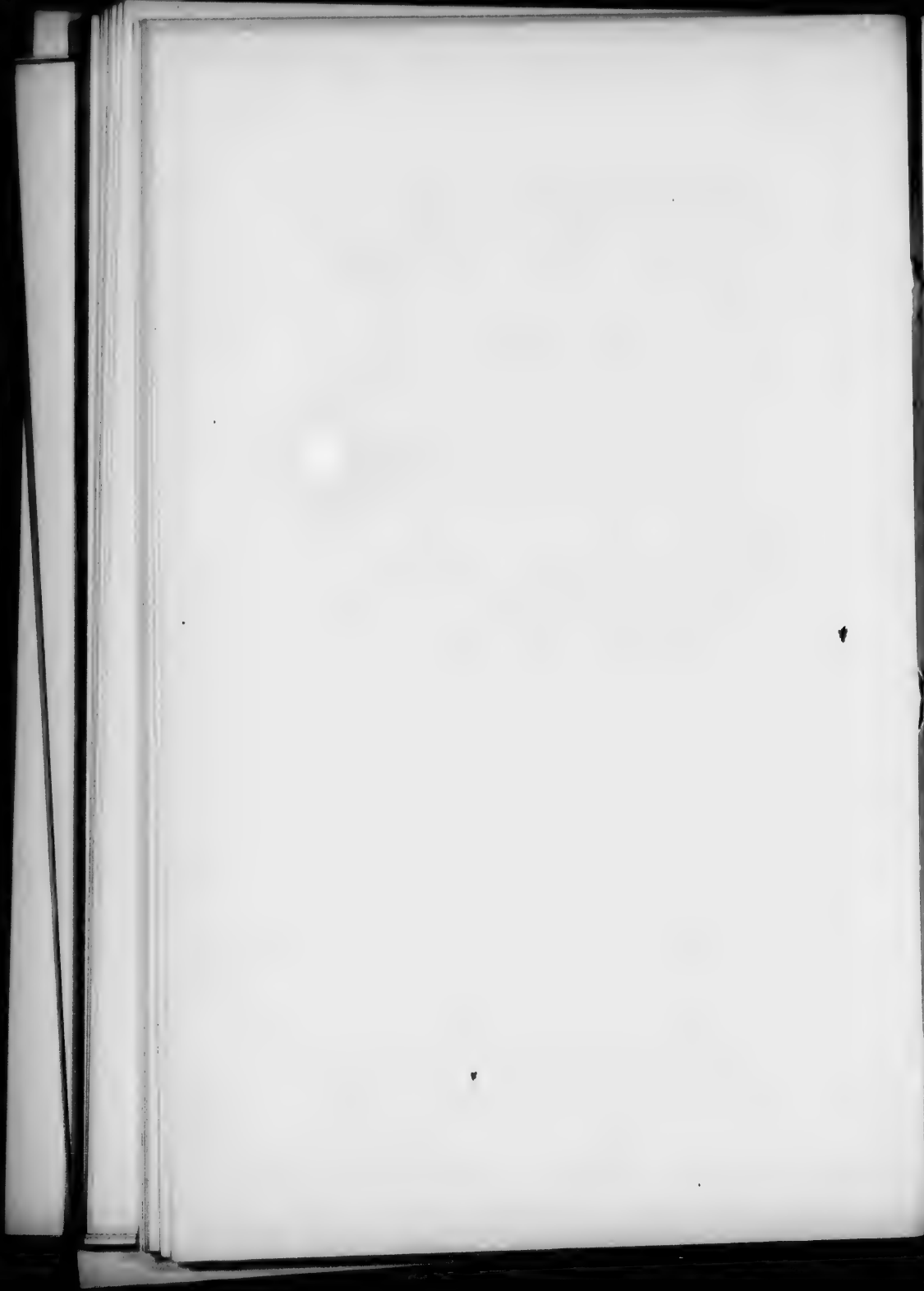
The women are about the mistress ; they are occupied for her, and there is not a chance even to see them.

This is my sister's defect. She is never contented. She would always like the servants occupied for her. A month does not suffice her to get ready to go on our country trip (*villeggiatura*). Two women employed a month for her. It is an insufferable thing.

Add that, the two women not sufficing her, she has called (still) two others in assistance.

And what does she do with so many people ? Is she having some new dress made in the house ?

Dictation to be given at 4.30 p.m.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ITALIAN. HONORS.

Examiner: WM. OLDRIGHT, M.A., M.D.

1. Translate:

Questi la cacerà per ogni villa,
Fin che l' avrà rimessa nell' Inferno,
Là onde invidia prima dipartilla.
Ond' io per lo tuo me' penso e discerno,
Che tu mi segui, ed io sarò tua guida,
E trarrotti di qui per luogo eterno,
Ove udirai le disperate strida,
Vedrai gli antichi spiriti dolenti,
Che la seconda morte ciascun grida:
E vederai color, che son contenti
Nel fuoco, perchè speran di venire,
Quando che sia, alle beate genti:
Alle quai poi se tu vorrai salire,
Anima fia a ciò di me più degna:
Con lei ti lascerò nel mio partire;
Chè quello Imperador che lassù regna,
Perch' io fui ribellante alla sua legge,
Non vuol che in sua città per me si vegna.
In tutte parti impera, e quivi regge:
Quivi è la sua cittade, e l' alto seggio:
O felice colui, cui ivi elegge!
Ed io a lui: Poeta, io ti richieggio
Per quello Iddio, che tu non conoscesti,
A ciò ch' io fugga questo male e peggio,
Che tu mi meni là dov' or dicesti,
Sì ch' io vegga la porta di San Pietro,
E color, ch tu fai cotanto mesti.
Allor si mosse; ed io li tenni dietro.

DANTE, *Inferno*, Canto I., ll. 109-136.

2. Describe in brief the plan and division of Dante's great work.

3. Write notes on *villa, prima dipartilla, lo tuo me', tua guida, trarrotti, strida, San Pietro, li tenni dietro.*

4. Translate :

Ed io, che rimirar mi stava inteso,
Vidi genti fangose in quel pantano,
Ignude tutte, e con sembiante offeso.
Questi si percotean non pur con mano,
Ma con la testa, e col petto, e co' piedi,
Troncandosi coi denti a brano a brano.
Lo buon Maestro disse : Figlio, or vedi
L' anime di color cui vinse l' ira :
Ed anche vo' che tu per certo credi,
Che sotto l' acqua ha gente che sospira,
E fanno pullular quest' acqua al summo,
Come l' occhio ti dice u' che s' aggira.
Fitti nel limo dicon : Tristi fummo
Nell' aer dolce che dal Sol s' allegra,
Portando dentro accidioso fummo :
Or ci attristiam nella belletta negra.
Quest' inno si gorgoglian nella strozza,
Chè dir nol possen con parola integra.
Così girammo della lorda pozza
Grand' arco, tra la ripa secca e il mezzo,
Con gli occhi volti a chi del fango ingozza.
Venimmo al piè d' una torre al dassezzo.

Ibid, VIII., ll. 109-130.

5. Point out any words and expressions in this extract which differ from modern Italian prose forms.

6. *Mezzo.* Give the different pronounciations and meanings.

7. Translate :

Ecco la fiera con la coda aguzza,
Che passa i monti, e rompe mura ed armi;
Ecco colei che tutto il mondo appuzza :
Sì cominciò lo mio Duca a parlarmi ;
Ed accennolle che venisse a proda.
Vicino al fin de' passeggiati marmi :
E quella sozza imagine di froda
Sen venne, ed arrivò la testa e il busto ;
Ma in su la riva non trasse la coda.

La faccia sua era faccia d' uom giusto,
 Tanto benigna avea di fuor la pelle ;
 E d' un serpente tutto l' altro fusto.
 Duo branche avea pilose infin i' ascelle :
 Lo dosso, e il petto, ed ambedue le coste
 Dipinte avea di nodi e di rotelle.
 Con più color, sommesse e soprapposte
 Non fer mai in drappo Tartari nè Turchi,
 Nè fur tai tele per Aragne imposte.
 Come tal volta stanno a riva burchi,
 Che parte sono in acqua e parte in terra,
 E come là tra li Tedeschi lurchi
 Lo bevero s' asseta a far sua guerra ;
 Così la fiera pessima si stava
 Su l' orlo, che di pietra il sabbion serra.

Ibid, XVII., ll. 1-24.

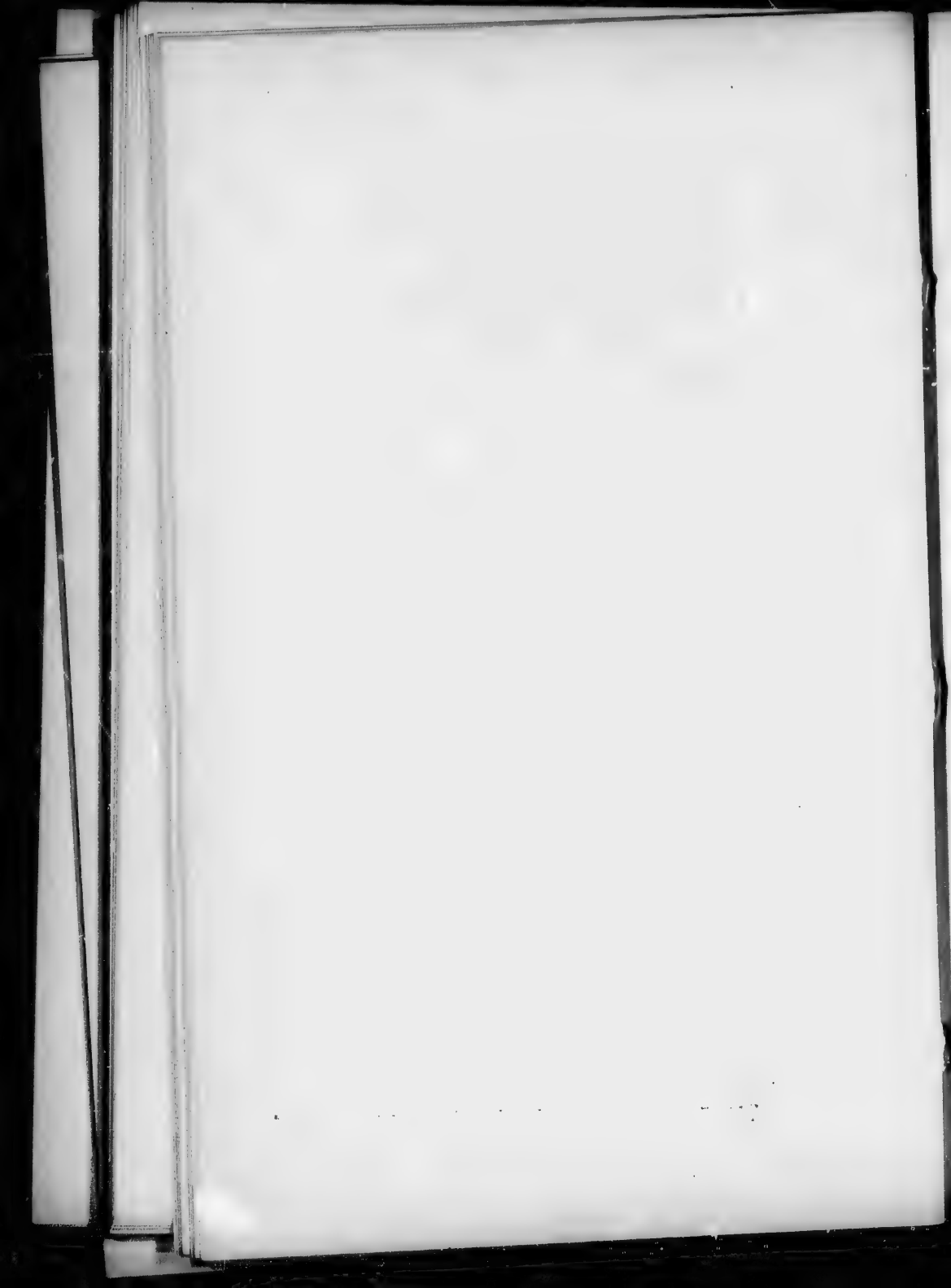
8. Parse lines 5 and 6.

9. Write notes on *mura, infin' l'ascelle, color sommesse e soprapposte, fer, Aragne, di pietra il sabbion serra*.

10. Describe the influence of Dante, Tasso, and Ariosto, respectively, and account for their popularity.

11. Write a short paper on the place and influence of the Medici in Italian literature.

12. Characterize the writings of Metastasio and two of the most noted of his cotemporaries.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

ITALIAN.

HONORS.

Examiner : WM. OLDRIGHT, M.A., M.D.

1. Translate :

EGISTO.

Con una madre, che il consorte ha spento,
Men dolgo io, sì. Quello immolavi al nostro
Amor ; non dei questo immolar del pari
Alla mia sicurezza ?

CLITENNESTRA.

Oh tu, di sangue
Non sazio mai, nè di delitti ... Oh detti!...—
Di finto amor me già cogliesti al laccio :
Tuo duri modi poscia assai mel fero
Palese, oimè!.. Pur nel mio petto io nutro
Pur troppo ancor verace e viva fiamma ;
E il sai, troppo?... Argomentar puoi quindi
S' io potrei non amare uno innocente
Unico figlio mio. Qual cor sì atroce
Può non pianger di lui?...

EGISTO.

Tu, che d'un colpo
Due n' uccidesti. Un ferro stesso al padre
Troncò la vita, e in note a tre di sangue
Vergò del figlio la mortal sentenza.
Il mio troppo indugiar, la sorte, e scaltro
L' antiveder d' Elettra, Oreste han salvo.
Ma che perciò ? nomi innocente un figlio,
Cui tu pria 'l padre e il regno poscia hai tolto ?

CLITENNESTRA.

Oh parole di sangue?... Oh figliuol mio,
Privo di tutto, a chi tutto ti spoglia
Nulla non desti, se non dai tua vita?

ALFIERI, *Oreste*, Att. I, Sc. 4.

2. Parse the second and third lines.
3. Give the principal parts of all irregular verbs in the first speech of *Aegistheus*.
4. *Di finto amor*, &c. Parse this and the next line.
5. *Scaltro*. Compare in meaning with *astuto* and *furbo*.
6. *Qual cor sì atroce non più*, &c. Fill up the ellipsis
7. Translate :

ELETTRA.

Va corri dunque al tuo destin, se il vuoi...
Ma tardi fien, spero, i suoi passi. — Amar mi
Che non poss' io la destra anco d'un ferro,
Per trapassar di mille colpi il petto
D'Egisto infame! Oh cieca madre! oh come
Affascinta da quel vil tu sei! —
Ma pure... io tremo;... or se l' irata plebe
Fare in lei del suo re vendetta?... oh cielo!
Seguasi. — Ma chi vien? Pilade! e seco
Il fratello non è?

PILADE, ELETTRA, SEGUACI DI PILADE.

ELETTRA.

Deh! dimmi: Oreste?...

PILADE.

D'armi ci cinge la reggia: è certa omai
La preda nostra. Ove si appiatta Egisto?
Vedestil tu?

ELETTRA.

Vidi, e rattenni indarno
La forsennata sua consorte: fuori,
Per questa porta, ella scagliossi; e disse,
Che volea di sè fare a Egisto scudo.
Ito era dunque ei pria fuor della reggia.

PILDAE.

Che agli Argivi mostrarsi osato egli abbia ?
Dunque a quest' ora ucciso egli è : felice
Chi primiero il ferì ! — Ma più dappresso,
Maggiori odo le strida...

ELETTRA.

"Oreste !" Ah fosse !...

PILADE.

Eccolo, ei vien nel furor suo.

Ibid, Att. V., Sc. 5 & 6.

8. *Se il vuoi.* Write a note upon *il*.

9. Point out in the above passage all poetic forms and substitute the more common ones.

10. Give plurals of *va*, *mille*, *cieca*, *quel vil*, *re*, *chi vien*, *seco*, *vedestil tu*, and the singular of *armi*, *strida*.

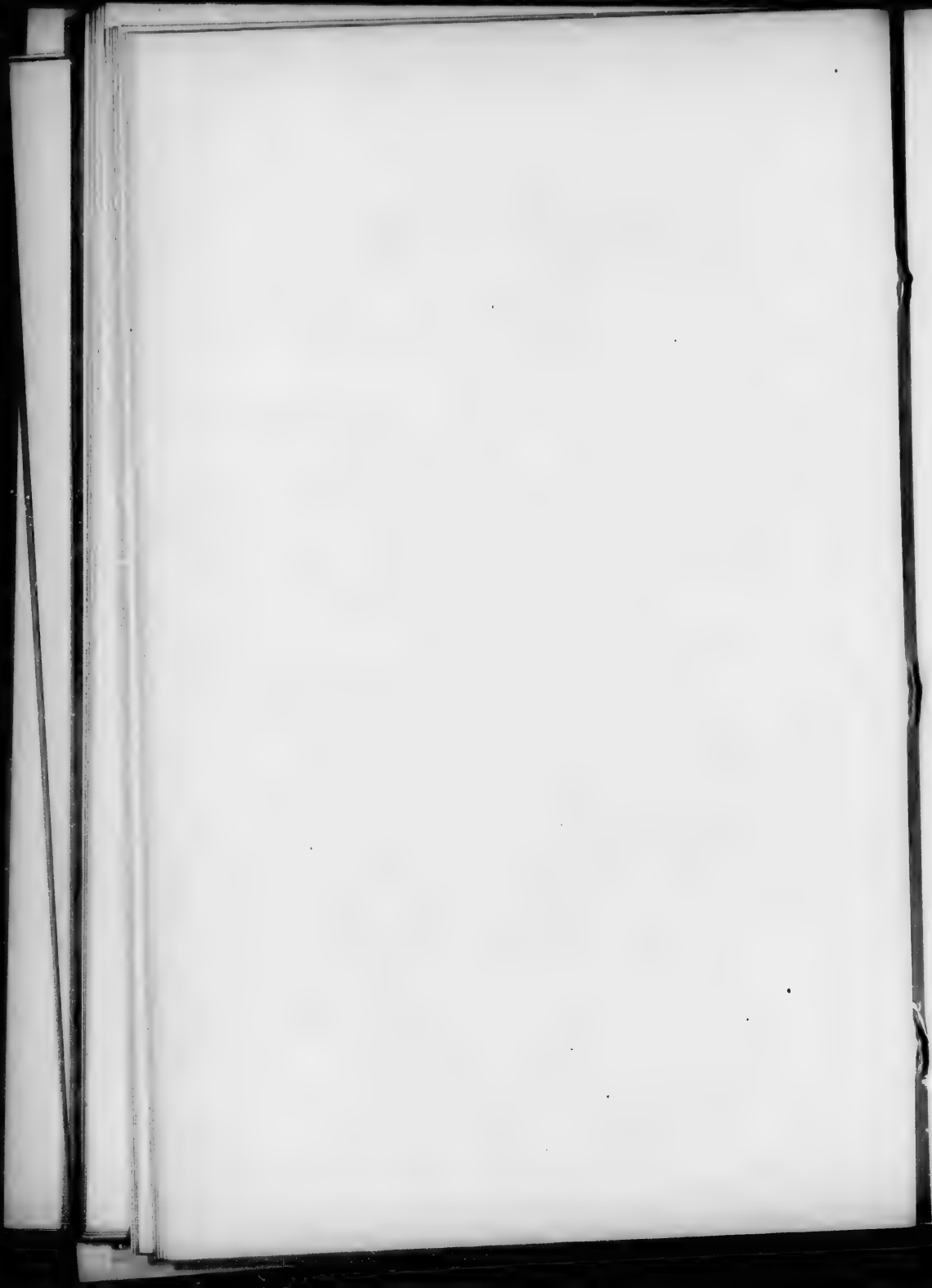
11. Give synonyms for *primiero*, *ito*, *indarno*, and point out any differences in meaning.

12. Translate :

"Abbiamo i nostri anni pur troppo, eh padre molto reverendo !"

Chi fosse stato lì a vedere, in quel punto, fu come quando, nel mezzo d' un opera seria, s' alza, per isbaglio, uno scenario, prima del tempo, e si vede un cantante che, non pensando, in quel momento, che ci sia un pubblico al mondo, discorre alla buona con un suo compagno. Il viso, l'atto, la voce del conte zio, nel dir quel *pur troppo!* tutto fu naturale: lì non c' era politica: era proprio vero che gli dava noia d' avere i suoi anni. Non già che piangesse i passatempi, il brio, l' avvenenza della gioventù: frivolezze, siocchezze, miserie! La cagion del suo dispiacere era ben più soda e importante: era che sperava un certo posto più alto, quando fosse vacato; e temeva di non arrivare a tempo. Ottenuto che l' avesse, si poteva esser certi che non si sarebbe più curato degli anni, non avrebbe desiderato altro, e sarebbe morto contento, come tutti quelli che desideran molto una cosa, assicurano di voler fare, quando siano arrivati a ottenerla.

MANZONI, *I Promessi Sposi*, Ch. XIX.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

SPANISH.

HONORS.

Examiner ; WM. OLDRIGHT, M.A., M.D.

1. Translate :

Verdad es que nuestro pais no es de aquellos que se conocen á primera ni segunda vista, y si no temiéramos que nos llamasen atrevidos, lo compararíamos de buena gana á esos juegos de manos sorprendentes é inescrutables para el que ignora su artificio, que estribando en una grandísima bagatela, suelen, despues de sabidos, dejar asombrado de su poca perspicacia al mismo que se devanó los sesos por buscarles causas extrañas. Muchas veces la falta de una causa determinante en las cosas, nos hace creer que debe de haberlas profundas para mantenerlas al abrigo de nuestra penetracion. Tal es el orgullo del hombre, que más quiere declarar en alta voz que las cosas son incomprensibles cuando no las comprende él, que confesar que el ignorarlas puede depender de su torpeza.

KNAPP'S READER, p. 9.

2. Compare all irregular adjectives and adverbs in the above extract.

3. *primera . . . buena . . . grande . . .* What are the rules regarding the elision of these adjectives ?

4. Translate :

Dos medios se les ocurren enteramente opuestos ; huir ó defenderse. Huir es el proyecto del padre de Berta, es el recurso que más se acomoda á su carácter pacífico. Huir léjos . . . muy léjos . . . al fin del mundo.

Pero el ama de llaves replica diciendo :—

¡ Huir ! ¡ Qué disparate ! ¡ Adónde podremos ir que no nos siga ? ¡ Dónde podremos ocultarnos que no nos descubra ? Vaya, no hay que pensar en semejante desatino. Lo que debemos hacer es poner piés en pared y defendernos.

Ibid., p. 69.

5. Give the principal parts of all irregular verbs in the above extract.

6. Translate :

La ciencia política progresó ; hizose un ramo de ella la ciencia administrativa, de la cual ni aun el nombre conocieron nuestros antepasados. Se supo que la centralizacion del poder, necesaria en cualquier Estado, como condicion imprescindible del orden, ni estaba reñida con las garantías de las libertades civil y política, ni con la intervencion de los pueblos en sus intereses locales. Conocióse en fin, que colocando en el centro de la monarquía el gobierno y sus resistencias moderadoras, no debía ya encontrar en las fracciones sociales esas resistencias cuyo buen efecto sólo puede proceder de su unidad parlamentaria ; y que la concentracion de los poderes del Estado era la única condicion de que se *nacionalicen*, por decirlo así, el orden y la libertad, el trono y las garantías individuales.

Ibid., pp. 190-1.

7. *estaba reñida . . . haberlas profundas* (1st selection). State significations and uses of *estar*, *ser*, *haber* and *tener*, respectively.

8. *la cual . . . cuyo . . . que . . . quien*. Write a short paper on their uses.

9. Translate into Spanish :

Such was the celebrated rout of the Garellano, which cost the French about eight thousand men, all their baggage, the best artillery of Europe, and the irreparable loss of so beautiful a kingdom. Italy, which had seen that powerful army, the multitude and equipment of which appeared to be about to devour in a moment the feeble enemy which it had before it, saw it in a short time undone without a battle, and almost without damage or loss to its conquerors. Gonzalo owed this victory to the superiority of his talents, the choice

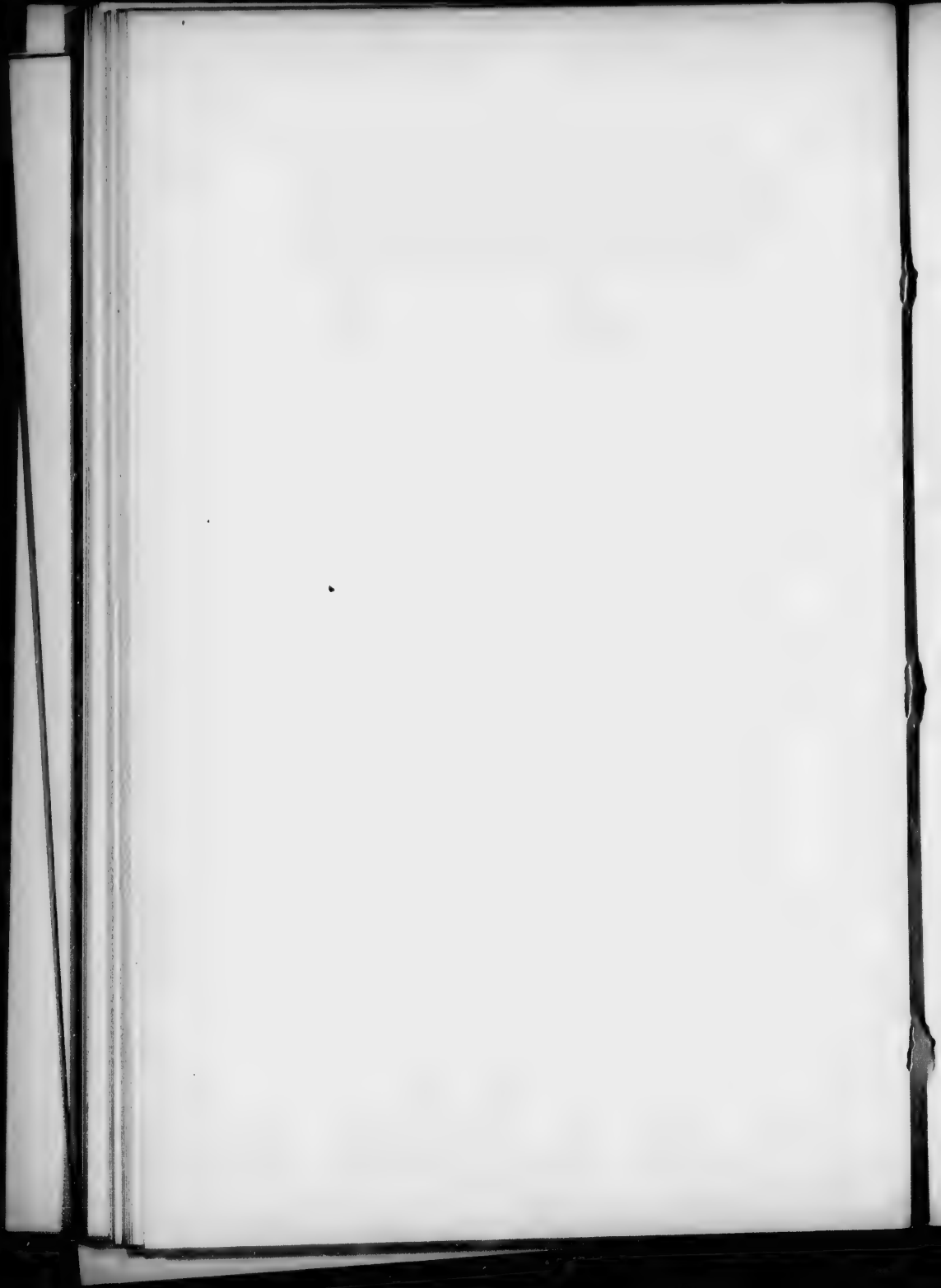
of his position, and to the constancy with which he maintained himself fifty days before the enemy without swerving for a moment from his proposal on account of the enormous difficulties and labors which opposed him.

10. Name two royal writers of the 13th and 14th centuries, and describe their influence on Spanish literature.

11. Write a short paper on Cervantes and two of the most noted of his cotemporaries.

12. Name the best known Spanish poets of the present century, and describe the works of any two of them.

Dictation at 4.30 P.M.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

SPANISH.

HONORS.

Examiner: WM. OLDRIGHT, M.A., M.D.

1. Point out and illustrate (a) the principal orthographical changes in Spanish words in their transition from the Latin: (b) the influence of any other language.

2. Give *syntactical* rules for the use of the definite article, and illustrate by short Spanish sentences.

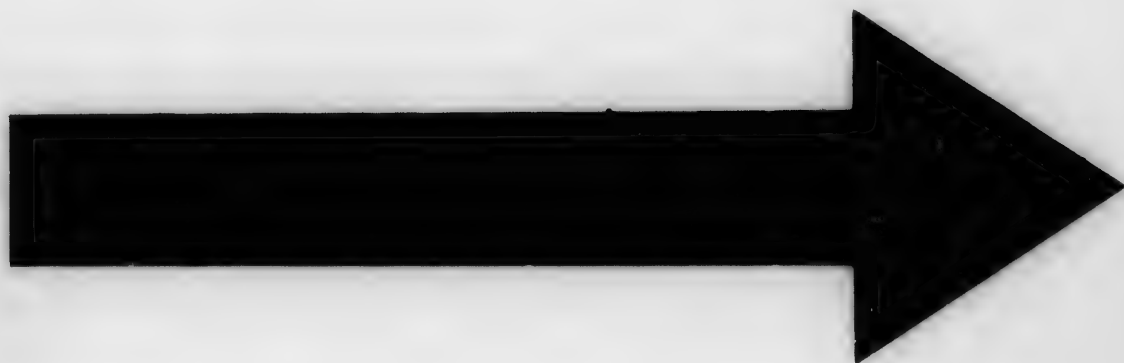
3. Write a short paper on the forms and uses of the superlatives relative and absolute respectively.

4. When is the preposition *á* used before the object of a transitive verb?

5. Give rules for the agreement of the past participle.

6. Translate:

RITA. Yo te lo diré. La madre de doña Paquita dió en escribir cartas y mas cartas, diciendo que tenia concertado su casamiento en Madrid con un caballero rico, honrado, bien quisto, en suma, cabal y perfecto, que no habia mas que apetecer. Acosada la señorita con tales propuestas, y angustiada incesantemente con los sermones de aquella bendita tia, se vió en la necesidad de responder que estaba pronta á todo lo que la mandasen...Pero no te puedo ponderar cuánto lloró la pobrecita, qué afligida estuvo. Ni, queria comer, ni podia dormir...y al mismo tiempo era preciso disimular, para que su tia no sospechara la verdad del caso. Ello es que cuando, pasado el primer susto, hubo lugar de discurrir escapatorias y arbitrios, no hallamos otro que el de avisar á tu amo; esperando que si era su carillo tan verdadero y de buena ley como



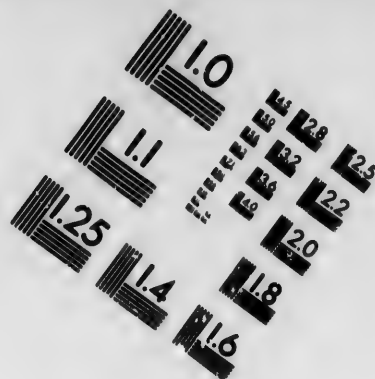
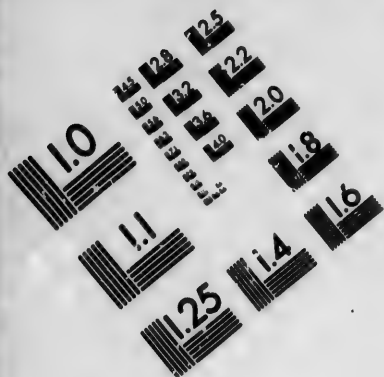
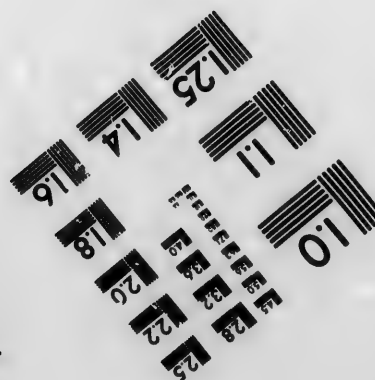
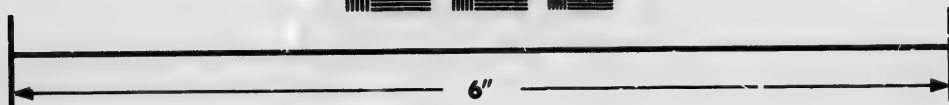
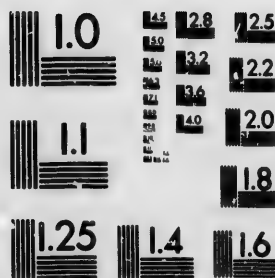


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nos ~~habia~~ ponderado, no consentiria que su pobre Paquita pasara á manos de un desconocido, y se perdiesen para siempre tantas caricias, tantas lagrimas y tantos suspiros estrellados en las tapias del corral. A pocos dias de haberle escrito, cata el coche de colleras y el mayoral Gasparet con sus medias azules, y la madre y el novio que vienen por ella; recogimos á toda prisa nuestros meriñagues, se atan los cofres, nos despedimos de aquellas buenas mugeres, y en dos latigazos llegamos antes de ayer á Alcalá. La detencion ha sido para que la señorita visite á otra tia monja que tiene aquí, tan arrugada y tan sorda como la que dejamos allá. Ya la ha visto, ya la han besado bastante una por una todas las religiosas, y creo que mañana temprano saldremos. Por esta casualidad nos...

Moratin. El Sí de las Niñas, Acto I, Escena 9.

7. Point out in the above extract any idiomatic uses of verbs.

8. *que la mandasen.* Why *la*?

9. Translate:

D. DIEGO. Muy bien. Siéntese V...y no hay que asustarse ni alborotarse (*Siéntanse los dos*) por nada de lo que yo diga: y cuenta, no nos abandone el juicio cuando mas le necesitamos. Su hija de V. está enamorada...

DA. IRENE. ¿Pues no lo he dicho ya mil veces? Si señor, que lo está, y bastaba que yo lo dijese para que...

D. DIEGO. ¡Este vicio maldito de interrumpir á cada paso! Déjeme V. hablar.

DA. IRENE - Bien, vamos, hable V.

D. DIEGO. Está enamorada; pero no está enamorada de mí.

DA. IRENE. ¿Qué dice V.?

D. DIEGO. Lo que V. oye.

DA. IRENE. Pero ¿quién le ha contado á V. esos disparates?

D. DIEGO. Nadie. Yo lo sé, yo lo he visto, nadie me lo ha contado, y cuando se lo digo á V., bien seguro estoy de que es verdad... Vaya, ¿qué llanto es ese?

DA. IRENE. *llorando.* ¡Pobre de mí!

D. DIEGO. ¿A qué viene eso?

DA. IRENE. ¡Porque me ven sola y sin medios, y

porque soy una pobre viuda, parece que todos me desprecian y se conjuran contra mí!

D. DIEGO. Señora doña Irene..

DA. IRENE. Al cabo de mis años y de mis achaques, verme tratada de esta manera, como un estropajo, como una puerca cenicienta, vamos al decir... ¿Quién lo creyera de V.?... ¡Válgame Dios!... Si vivieran mis tres difuntos!.. Con el último difunto que me viviera, que tenía un genio como una serpiente..

Ib. Acto III. Escena 11.

10. Give the principal parts of the irregular verbs in the first speech.

11. *Siéntese V.* Of what word or words is V. a contraction? Translate: "Gentlemen, have you my horse?"

12. Translate:

El Consejo de Salubridad consulta al Ministerio de Gobernacion, la siguiente iniciativa de adiccion á los articulos del Código penal que tratan de la adulteracion de los comestibles y bebidas.

"1.ª Se considerará adulterado un comestible ó bebida:

"I. Cuando se le mezela alguna sustancia ó sustancias con el objeto de aumentar su volumen ó su peso.

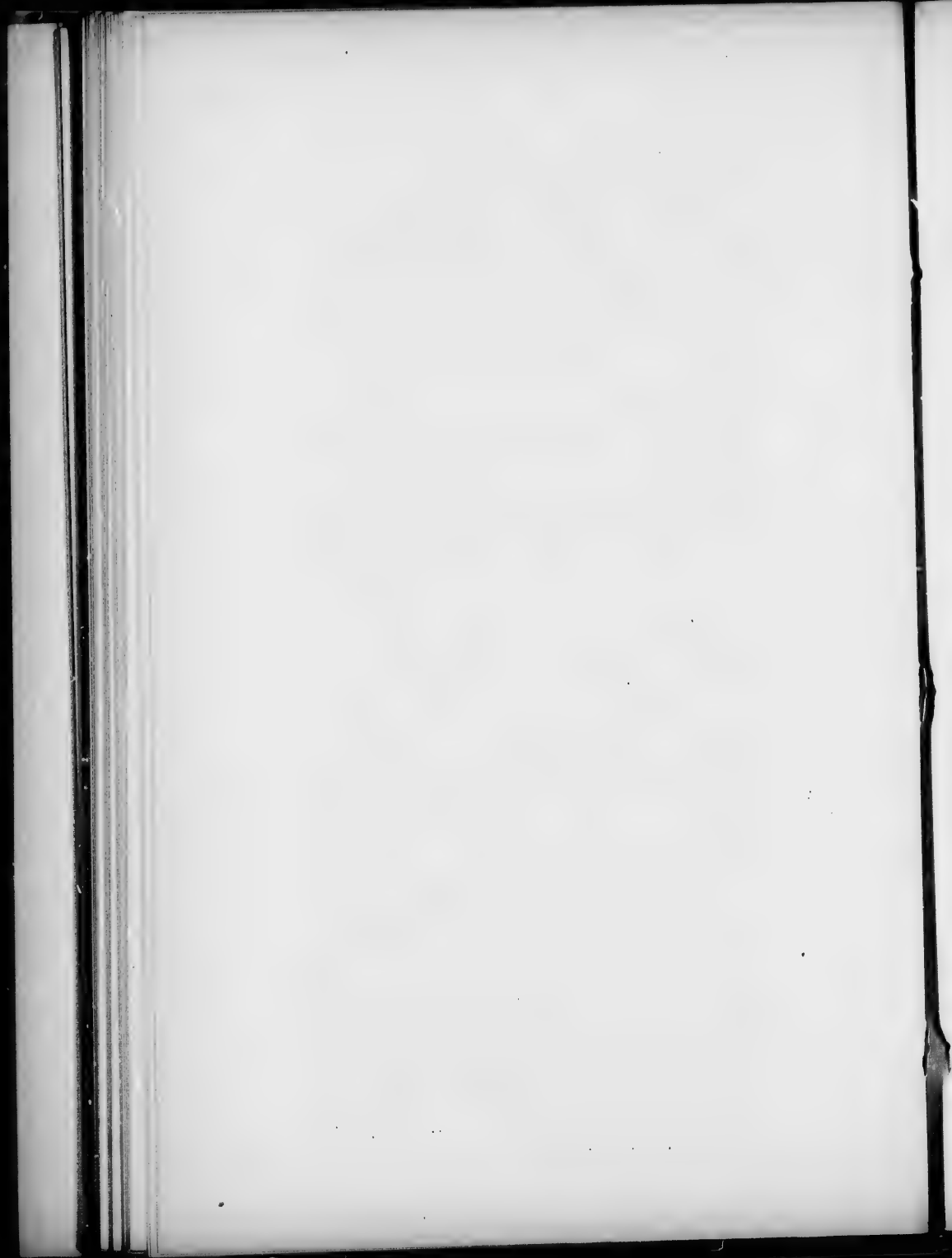
"II. Cuando le sea sustraído parcial ó totalmente uno ó más de sus componentes.

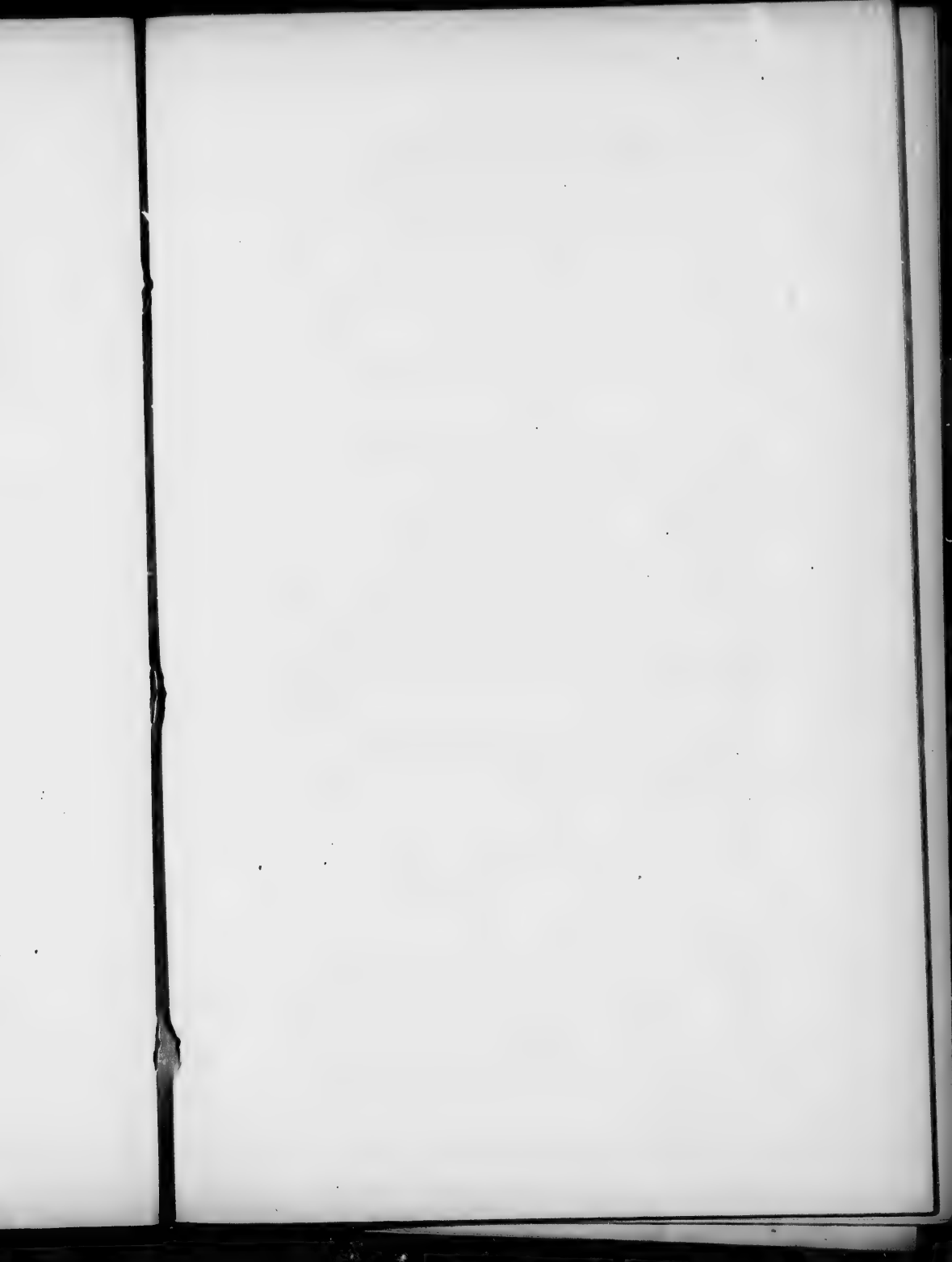
"2.ª Se considera falsificado un comestible ó bebida.

"I. Cuando se sustituye completamente ó en parte alguno de los componentes esenciales del efecto.

"II. Cuando sea imitacion de otro efecto y se venda con el nombre de aquel."

Nosotros que tanto hemos atacado al Consejo de Salubridad cuando veíamos su inaccion, no podemos ménos de felicitarle ahora, que se dedica á prestar á la sociedad un gran servicio, un servicio que acaso pasará desapercibido que no se estimará en lo que vale, pero que significa nada ménos, que un gran paso hacia la higiene pública y que atenuar una de las grandes causas de la mortalidad, en esta gran ciudad en donde la vida media es tan pequeña y en donde la atmósfera, la tierra y hasta el suelo, y hasta el cielo, parecen conspirar contra la salud de los desdichados habitantes. — (*Extract from Current Medical Journal.*)





University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

ORIENTALS.

PASS.

Examiners : { J. M. HIRSCHFELDER.
J. F. McCURDY.

1. Translate :

קול יהוה על המים אל הקבור הרעים יהוה על מים
רבים : קול יהוה בבלה קול יהוה בחדר : קול יהוה
שורר ארזים ושביר והוה את ארזי הלבנון : וירקידם
כמו ענף לבנון ושריון כמו בן ראמים : קול יהוה
חצב להבות אש : יהוה למביל ישב וישב יהוה
מלך לעולם : יהוה עז לעמו ותן יהוה יברכה את עמו
בשלום :

Ps. xxix. 3-7 ; 10-11.

2. What is the occasion and subject of this Psalm ? What
is the special relevance of v. 10, 11, in this connection ?
What mountains are alluded to in v. 6 ? How was שריון
otherwise named, and by whom ?

3. Derive מבורל (v. 10). Give other significations of שבר
than those found here, and explain their association with the
root. What is the force of the participles used in this pas-
sage ? Account for the pointing of בחדר (v. 4).

4. Translate :

שפת עונותינו לנגדך עלמנו למאור פניך : כי כל-ימינו
פניו בעברתך פלינו שגינו כמו הקה : ימי שנחתנו
בהם שבעים שנה ואם בגבורות שמונים שנה ורחבם
עמל ואון כי כן חיש ונעופה : מי יודע עז אפק
ויקראתך עברתך : למנות ימינו כן חודע ונבא לבב
חקמה :

Ps. xc. 8-12.

5. Define the sort of construct relation exemplified in the phrase **מאור פניך** (v. 8). Could **אור** be used as well here in place of **מאור**? Why do you think **שנינו** is used in v. 9, and not the more common poetic form employed in v. 10? What is the origin of the expression employed in v. 12b?

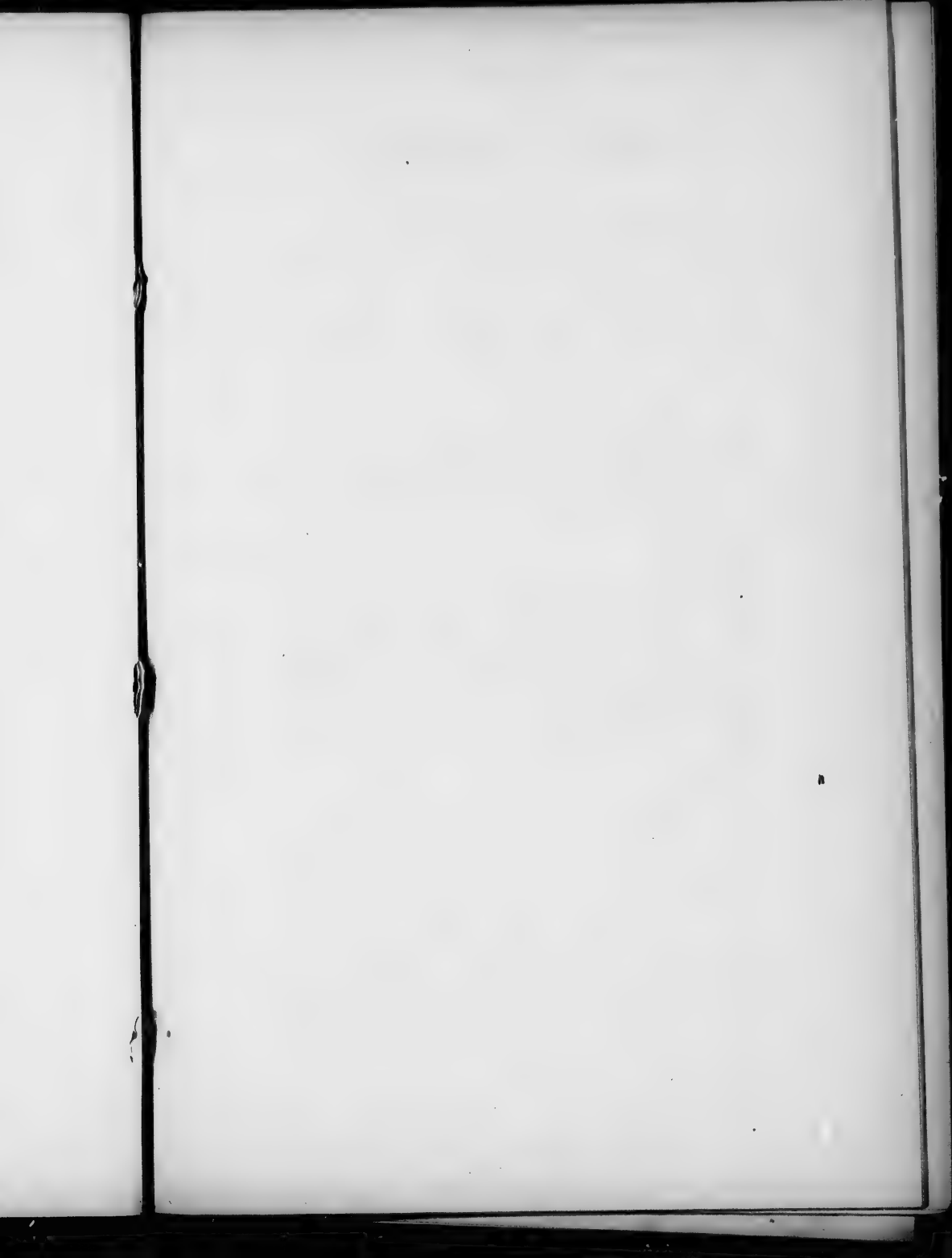
6. Parse **שָׁת** (v. 8); **נָז, רָחֵבָם**, and **וְנִעְפָּחָה** (v. 10); **חֹדֶעַ** (v. 12). Write the last named word with the pronominal suffix expressed.

7. Write as many Hebrew words as you know of those employed in the early chapters of Proverbs for different kinds of mental actions and qualities.

8. Translate:

יָחִידִים הָיוּ הָיוּ חֶשֶׁן אֶל יָדָם שָׁחַ אֱלֹהִים מִמֶּעַל וְאֵל
תֹּפֶעַ עָלָיו כְּהָרָה: יִבְאֵלְהוּ חֶשֶׁן וְצִלְמֹת תִּשְׁכַּן עָלָיו
עֲנָנָה וְיִבְעָתָהּ כְּמִרְיֵי יוֹם: חֲלִילָה הָיוּ יָקָרָה
אֶפֶס אֵל יָחִיד בְּיָמֵי שָׁנָה בְּמִסְפַּר יָרְחִים אֵל יָבֵא: חֲפָזָה
חֲלִילָה הָיוּ יָחִיד בְּלִמּוֹד אֵל תְּבוּאָה וְנִנְהָ בֹר: יִקָּבְהוּ
אֲרֻי יוֹם הַעֲתִידִים עֵרָר לְיָרְחָן:

9. Explain the less obvious allusions in this passage in which Job speaks of the ill-omened day of his birth. Derive **כְּמִרְיֵי** (v. 5). Parse **יָחִיד** (v. 6), and write the uncontracted form. Correct the pointing of **צִלְמוֹת** (v. 5), and explain the new word thus obtained.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

ORIENTALS.

HONORS.

(DIDACTIC POETRY.)

Examiners: { J. M. HIRSCHFELDER.
J. F. McCURDY.

1. Translate :

הָאֵן לַחֲכָם וַיַּחֲכֹם עוֹד הוֹדַע לַצַּדִּיק וַיִּוֹסֶם לְקָח :
תַּחֲלֹת חֲכָמָה יִרְאֶת יְהוָה וְדַעַת קְדָשִׁים בִּינוֹחַ :
כִּי בִי יִרְבּוּ יָמָיִךְ וַיִּוֹסִיפוּ לְךָ שָׁנוֹת חַיִּים : ¹⁹
Prov. xi. 9-12. חֲכָמָה חֲכָמָה לֵךְ וְלִצְוָה לְבָרָךְ תִּשָּׂא

2. What moods are employed in ver. 9? Parse and explain the pointing and accentuation of וַיִּוֹסֶם. Parse יִרְאֶת (v. 10). What parallels may be cited for such a usage? How do you account for the Imperfect at the end of v. 12?

3. Translate :

מִקּוֹר חַיִּים פִּי צַדִּיק וּפִי רָשָׁעִים יִכְסֹּחַ הָמָס : ¹⁹ שְׁקָרָא
תִּעְרָר מִדְּנִיָּם וְעַל כָּל פְּשָׁעִים תִּכְסֹּחַ אֲחֻבָּה : ¹⁹ בְּשִׁפְתָּי
נְבוֹן הַמִּצָּא חֲכָמָה וּשְׁבֹט לִגְוֹ חָסֵד לֵב : ¹⁹ חֲכָמִים
יִצְפְּנוּ דַּעַת וּפִי אוֹיֵל מִחֶתָּה קְרוֹבָה : ¹⁹ חוֹךְ עֲשִׂיר
קָרִית עֵץ מַחֲתָה דָלִים רִישָׁם : ¹⁹ פִּעֲלֹת צַדִּיק לַחַיִּים
תִּבְרָא רָשָׁע לְחֻטָּאת : ¹⁹ אֶרֶץ לַחַיִּים שׁוֹמֵר מוֹסֵר וְעֵיב
Prov. x. 11-17. תֹּכַחַת מַתְּפָה :

4. Parse the words marked *, and show how the nouns among them are formed from their respective roots.

5. Translate :

כִּי לֹא יֵצֵא מִעֶפֶר אֶן וּמֵאֲדָמָה לֹא יֵצֵא עֵמֶל : *
אָדָם לַעֲמֹל יִזְלַךְ וּבְנֵי רָשָׁם יִקְבִּיחוּ עִיָּם : *
אֶדְרֹשׁ אֵל אֵל וְאֵל אֱלֹהִים אֲשֵׁים דְּבַרְתִּי : *
עֲשֵׂה גְדֻלּוֹת

Job v. 6-9. ואין חקר נפלאות עד-אין מספר :

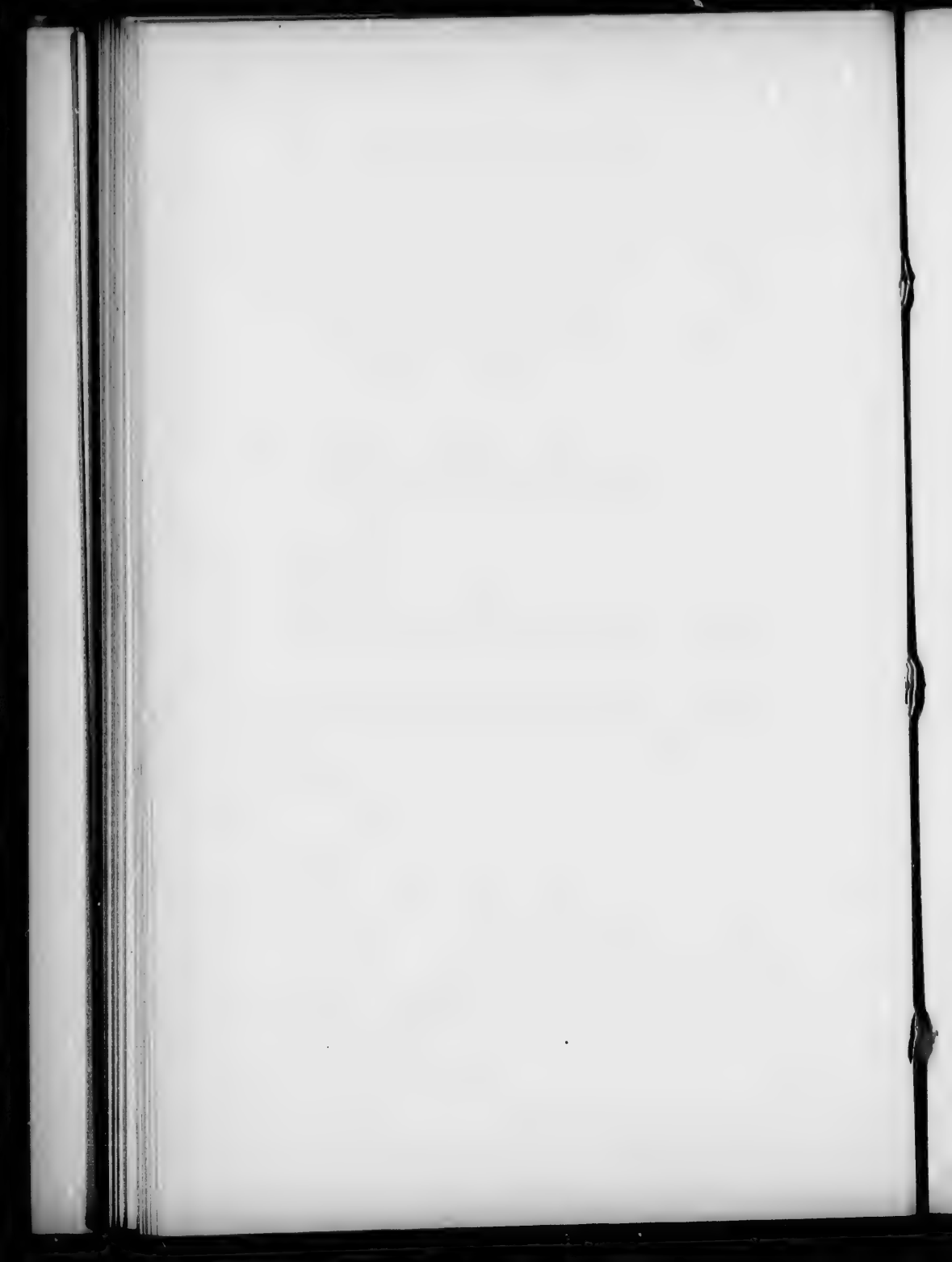
6. Supply the vowels that are not written here in vs. 8 and 9. What figures of verbal rhetoric are employed in this extract? What is the probable explanation of v. 7 b?

7. Translate :

אֲזַלְוּ מִים מִיָּם יָם וַחֲרֹב יַחֲרֹב יָבֵשׁ : *
וְלֹא יָקִים עַד בִּלְתִּי שְׁמַיִם לֹא יִקְיֶצוּ וְלֹא יַעֲרִי מִשְׁנָתָם :
*מִי יִתֵּן בְּשֵׂאוֹל תַּצְפִּנִּי תַסְתּוּרֵנִי עַד שׁוּב אֶפֶךְ תַּשִּׁית
לִי חֵק תִּתְּקֶנֶנִּי : *
אֵם יָמוּת גְּדֹר תִּהְיֶיחַ כֹּל יָמֵי צַבָּאִי
אֵיחָל עַד בּוֹא חֲלִיפָתִי : *
תִּקְרָא וְאֵנֹכִי אֶעֱנֶה לְמַעַשֶׂה
Job xiv. 11-15. יָדִיךָ תִּקְסֶם :

8. Parse יַעֲרֹךְ (v. 12) and אֶעֱנֶךָ (v. 15). Inflect the former word. What is the special significance here of the use of חֲלִיפָה (v. 14)?

9. What may be said of the literary peculiarities of Didactic as compared with Lyrical Poetry in Hebrew? To what class of composition would you refer the book of Job? Give your reasons.





University of Toronto.

ANNUAL EXAMINATION : 1891.

FOURTH YEAR.

ORIENTALS.

HONORS.

(LYRICAL POETRY.)

Examiners : { J. M. HIRSCHFELDER.
 { J. F. McCURDY.

1. Translate :

יָבֵשׁ כְּחֹרֶשׁ כָּחִי וּלְשׁוֹנִי מְדַבֵּק מִלִּקְוֹחַי וּלְעֶפֶר מִנֶּחֱסִי
וְאֶשְׁפָּתַי : ¹⁷ כִּי סָבְבוּנִי בְּלָבִים עֲדַת מְרַעִים הִקִּיפוּנִי
בְּאָרְי יָדֵי וּרְגְלֵי : ¹⁸ אֲסַפֵּר כָּל עֲצָמוֹתַי הֵמָּה יָבִישׁוּ
יְרֵאוּבֵי : ¹⁹ יִחַלְקוּ בְּגָדֵי לָחֶם וְעַל לְבוּשֵׁי יִפְּיֻלוּ גֹרֶל :
²⁰ וְאַתָּח יִהְיֶה אֶל תִּרְחַק אֵילֹתַי לְעִזְרָתִי הַיּוֹשֵׁה

Ps. xxii. 16-20.

2. If כָּאָרְי (v. 17) is to be amended, how may it best be done ? Illustrate from six derived stems represented in the above passage the notional relations existing between them and the simple stems.

3. Parse and derive מִלִּקְוֹחַי (v. 15). Derive עֲדַת (v. 17) אֵילֹתַי (v. 20). Give the syntax of the last two words of v. 20 ? Explain the tenses of v. 18. Distinguish various words for "seeing."

4. Translate :

אֶרְחָץ בְּנִקְיוֹן כְּפִי וְאֶסְבֶּבֶה אֶת מִזְבִּיחַ יְהוָה :
לְשֹׁמֵעַ בְּקוֹל תְּהִלָּתוֹ וּלְסֹפֵר כָּל נִסְלֵאֹתָיו : יִהְיֶה
אֶהְבֵּתִי מֵעַן בִּיתְּךָ וּמִקֹּדֶשׁ מִתְּיָן כְּבוֹדְךָ : אֶל תֵּאָסֵף
עִם חַשָּׁאִים נִפְשֵׁי וְעִם אֲנָשִׁי דְמִים חַיִּי : אֲשֶׁר בִּידְהֵם
זִמְחָה וּרְמִינָם מִלֶּאֱחָ שְׁחָד :

Ps. xxvi. 6-10.

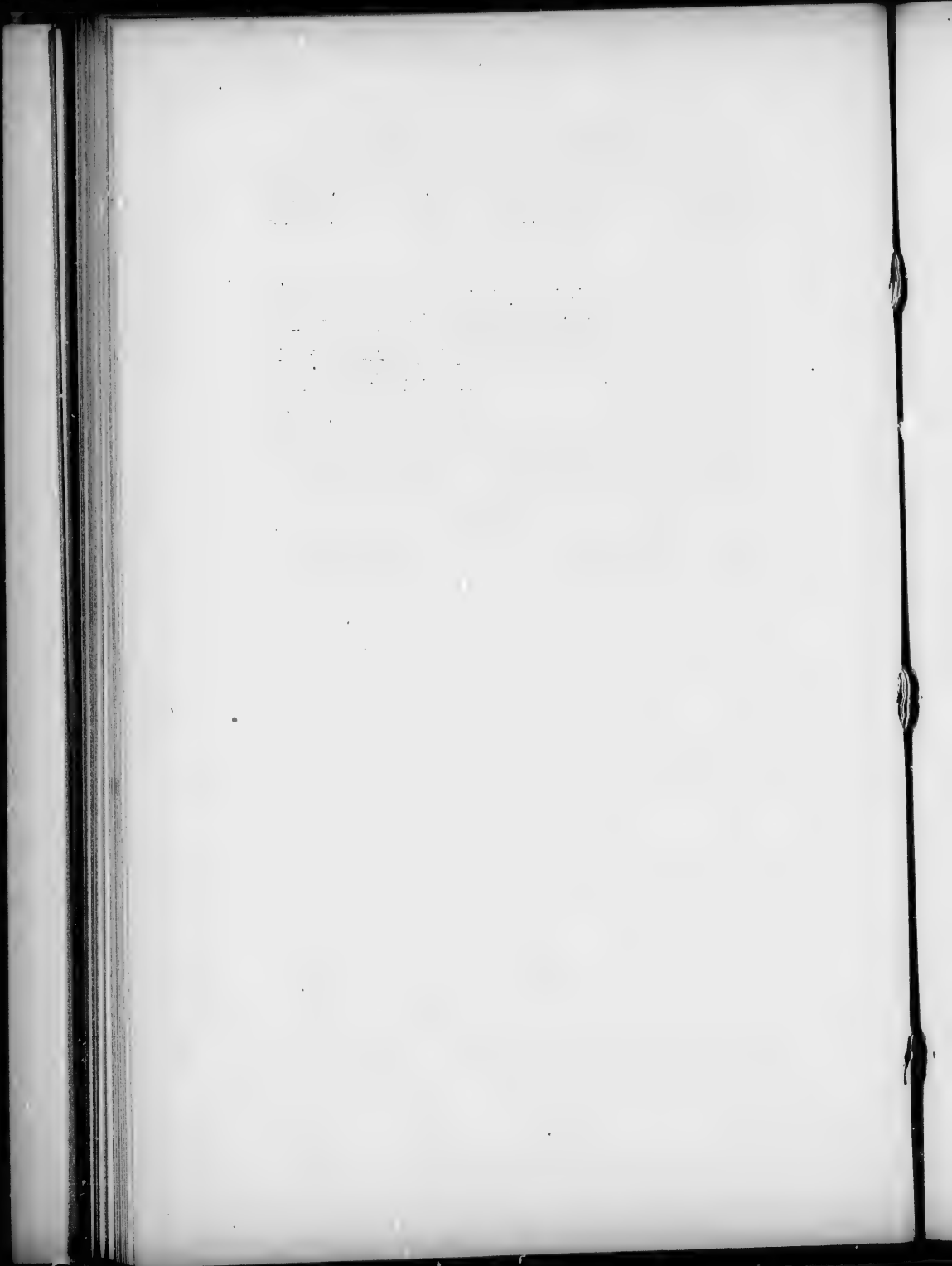
5. Point in full vs. 9, 10. The Septuagint translates לשמע (v. 7) by *σοὺ ἀκούσαι*. What is your opinion of the true pointing? Parse the word as it stands. Derive מעין (v. 8), giving the original meaning. Explain the cohortative in v. 6.

6. Translate :

אֵין חֶמֶלךָ נֹשֵׁעַ בְּרֶב־חַיִל גְּבוּר לֹא יִנְצֵל בְּרֵב כַּח :
שֶׁקֶר חֲסוֹם לְתִשׁוּעָה וּבֶרֶב חַיִּל לֹא יִמְלֹט :¹⁸ הִנֵּה
עֵין יְהוָה אֵל יִרְאִיו לְמִי־חַיִּים בַּחֲסָדוֹ :¹⁹ לְחַצֵּיל מִמוֹת
נַפְשָׁם וּלְחַיֹּתָם בְּרָעָב :
Ps. xxxiii. 16-19.

7. In connection with v. 18 give various words for waiting (trusting). Derive תְּשׁוּעָה (v. 17). Parse יִרְאִיו (v. 18); לְחַיֹּתָם (v. 19). Distinguish the synonyms for "saving" occurring in this passage. Add another (compare the Assyrian).

8. Give characteristics of Psalm poetry, from the points of view of artistic structure; origin; subjects; purpose, original and secondary.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

ORIENTALS.

HONORS.

Examiners : { J. M. HIRSCHFELDER.
 { J. F. McCURDY.

HEBREW SYNTAX AND COMPOSITION.

1. What is to be said of the Participle in Hebrew (*a*) as to its construction ; (*b*) as to its so called tense function ?

2. Translate : The shepherd was sitting at the door of his tent when suddenly a rider appeared at a distance. He was sitting on an Arabian camel, which looked very tired for he had come a long journey that very day.

3. Distinguish the two Hebrew infinitives in construction and usage.

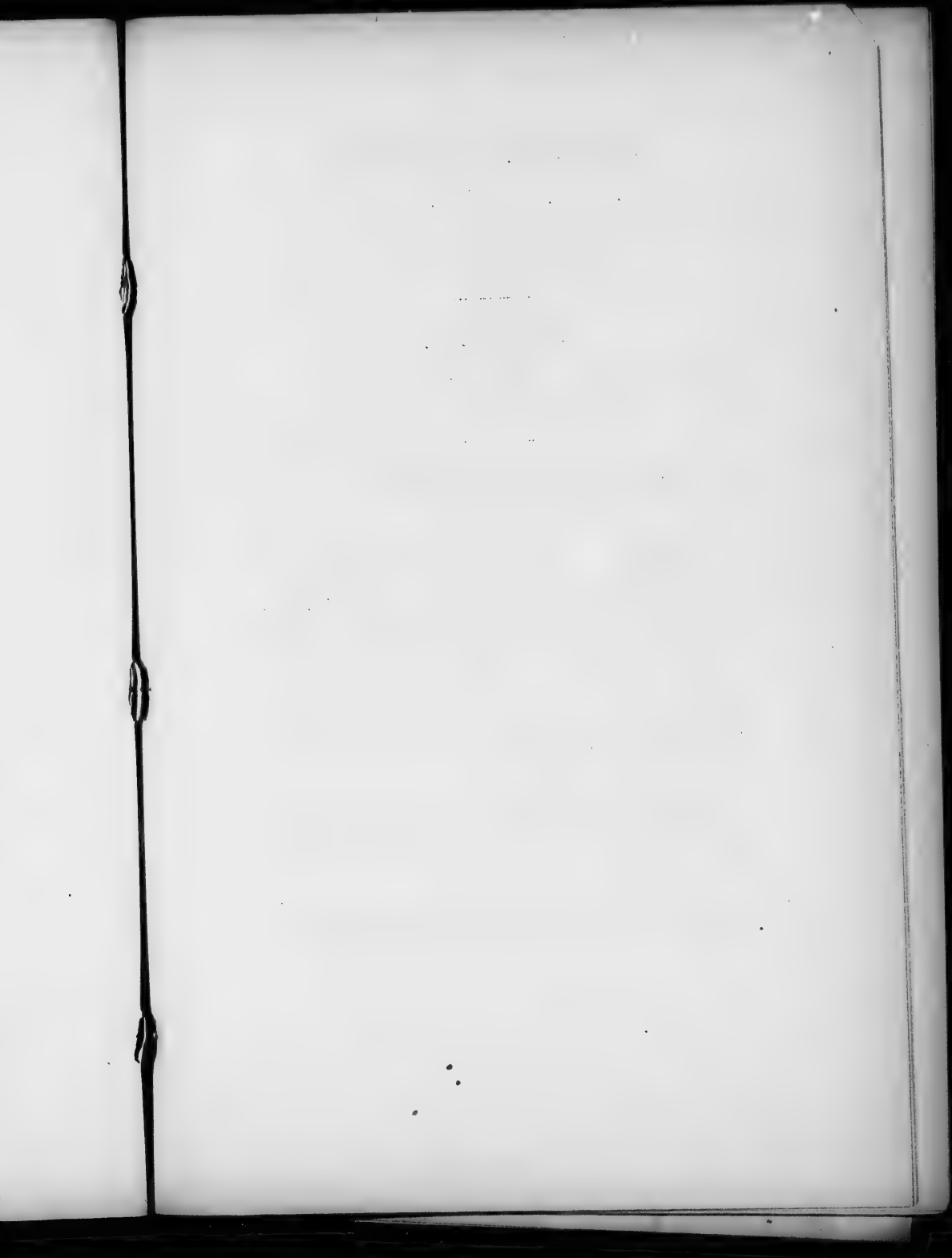
4. Translate : I knew for certain [as soon] as I saw the man who had been looking for me [so] very diligently, that he was intelligent and honest and that he would be a faithful servant to the city.

5. Criticise the practice of transferring the case terminology of the classical languages to Hebrew. What kinds of relations and conditions may be indicated by the direct object in Hebrew ? Explain the uses of **את** from its origin.

6. Translate : The king of Judah sent messengers to the king of Israel, saying, "let us look one another in the face." By this phrase the people of old times did not [mean to] say : "let us visit one another as friends," but : "let us meet one another in battle."

7. Criticise the following sentence, and if it is wrong, write it so as to make the proper sense :

וַיָּמָת וַיִּשְׁפֹּט יִשְׂרָאֵל עֲקָרִים שָׁנָה.



University of Toronto.

ANNUAL EXAMINATIONS: 1901.

CANDIDATES FOR B.A.

ORIENTALS.

HONORS.

ASSYRIAN.

Examiners: { J. M. HIRSCHFELDER.
J. F. MCCURDY.

1. Translate :

eli epsēti annāti libbi egug ma issaruh kabitti assī kātiya
usallē Assur u Istar Assuritu adkē emukiya sirāti sa Assur
u Istar umallū katū'a ana māti Musur u māti Kūsi ustēsera
harrānu ina mētek girriya XXII sarrāni sa ahi tām̄di kabal
tām̄di u nabāli ardāni dāgil pāniya tāmartasunu kabittu ina
mahriya iasūnim ma unassikū sēpēya.

2. Parse the words marked * and trace the development of these forms from the original. Account for the sibilant in *Kūsi*. What other name did that country bear among the Assyrians?

3. Account for the forms of the endings in *epsēti*, *Assuritu* and *tām̄di*. Inflect *egug* and *umallū* in the proper tense.

4. Translate :

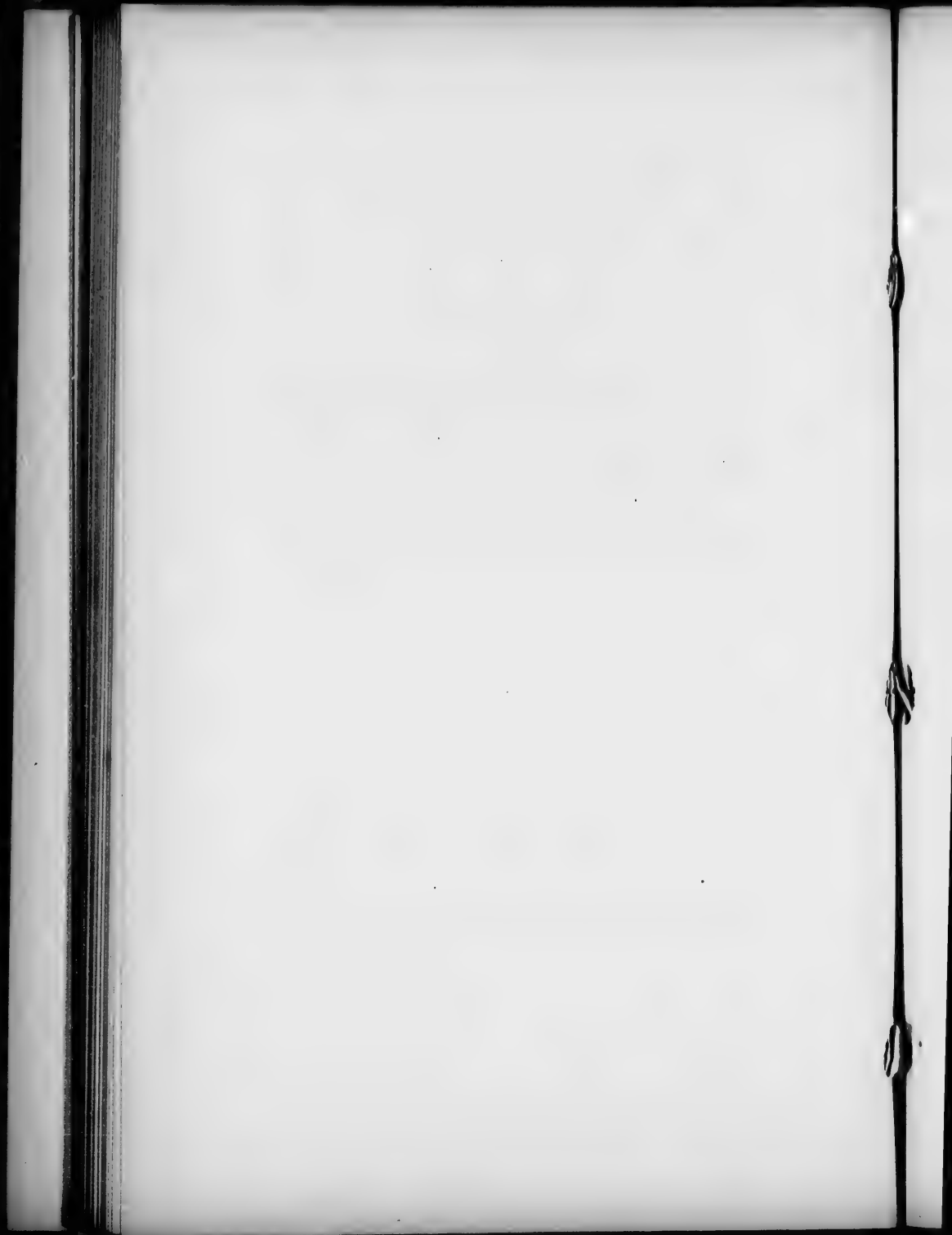
ana ummānātē māti Assur emuk sarrutlya sa ana
kidrisunu uszizu istene'u amāt limutti sudsākēya amāti
aunāti ismū rākbēsun adi šiprātisunu isbatūnim ma ēmurā
epsēt surrātisun sarrāni aunūti isbatūnim ma ina biriti
parzilli iskāti parzilli utammehū kāti u šēpē

5. Parse and explain the forms *uszizu*, *istene'u*, *sudsākē*.
What is the Proto-Semitic word for "iron"? What light
does the word throw on Semitic phonology and civilization.

6. Write as proper words and translate the following
Assyrian transcript :

arkā-nu sarrāni an-nu-ti ma-la ap-ki-du ina a-di-ya ih-tu-u
la is-su-ru ma-mit ilāni rabūti tābtu e-pu-us-su-nu-ti im-su.

7. Give a brief account of the early history and civiliza-
tion of Babylonia up to the expulsion of the Elamites.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

ORIENTALS.

HONORS.

COMPARATIVE SEMITIC GRAMMAR.

Examiners. { J. M. HIRSCHFELDER.
 { J. F. McCURDY.

1. Classify the languages of the Semitic family and the principal dialects in each.

2. Which of these languages furnishes the best material for comparative grammatical study? What are some of its disadvantages in this respect? What would you say of the relative richness of Assyrian in Proto-Semitic inflexional forms?

3. What characteristics has Hebrew in common with Arabic which are not shared by the other languages?

4. Give a list of the consonants of Proto-Semitic with their historical representation in Arabic, Hebrew, Aramaic and Assyrian.

5. Give proof that the guttural system of Hebrew and Aramaic is incomplete as a representation of the Proto-Semitic sounds. Account for the history of the gutturals in Arabic as compared with the other languages.

6. Classify the non-guttural consonants of the Semitic system according to the relative positions assumed by the organs of speech in their pronunciation.

7. What important question in the history of civilization is connected with the development of the cuneiform writing of ancient Babylonia? Give a summary presentation of the arguments for and against the theory of a pre-Semitic origin of that system.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH EXAMINATION.

LOGIC.

PASS AND HONORS.

Examiner: J. McD. DUNCAN, B.A.

1. What primary assumptions underlie inductive inquiry, and on what ground do these assumptions themselves rest?

2. Illustrate by an example the value of hypotheses as subsidiary to induction. What conditions must a legitimate hypothesis fulfil?

3. Indicate the relation between an argument from analogy and a perfect induction.

4. Shew how observation, induction and deduction are employed in establishing the proposition that:—

The economical effect of the employment of slave labour is exhaustion of the soil.

5. Illustrate by an example each of the four methods of inductive inquiry.

6. Explain fully the process of verification.

7. What are the fallacies incident to the employment of the four methods of inductive inquiry?

8. Explain the maxim:—*Exceptions prove the rule.*

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

MENTAL PHILOSOPHY.

HONORS.

Examiner: THOS. H. MITCHELL, B.A.

1. What do you consider the true nature and method of psychological inquiry?

2. State and explain the steps involved in the construction of the representation of the external world.

3. What important ideas are involved in the simplest act of memory? Give a mistaken opinion as to the origin of one of these ideas, and refute it by a statement of your own theory.

4. "The knowledge of real existence," says Locke, "depends upon the conformity of our ideas to external things." Show that this is an untenable position.

5. Every event has a cause. What is the origin of this judgment according to: (1) J. S. Mill, (2) Kant, (3) Herbert Spencer, (4) yourself?

6. Define emotion and contrast it with mere sensation. Give some explanation of the general fact of sympathy, indicating the conditions upon which it depends, and the aids by which it may be developed.

7. Indicate some breaches of reasoned continuity which have not been bridged over by the Evolutionary Deduction.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

METAPHYSICS

HONORS.

Examiner: J. MARK BALDWIN, M.A., PH.D.

1. Compare in some detail the Aristotelian, Kantian, and Herbartian conceptions of Metaphysics.

2. Explain Lotze's division of the material of Metaphysics. What is your view of the relation of Metaphysics to positive science? To psychology?

3. What theories of knowledge are open to the materialistic Monist? If you were disposed to refute him, how would you do it?

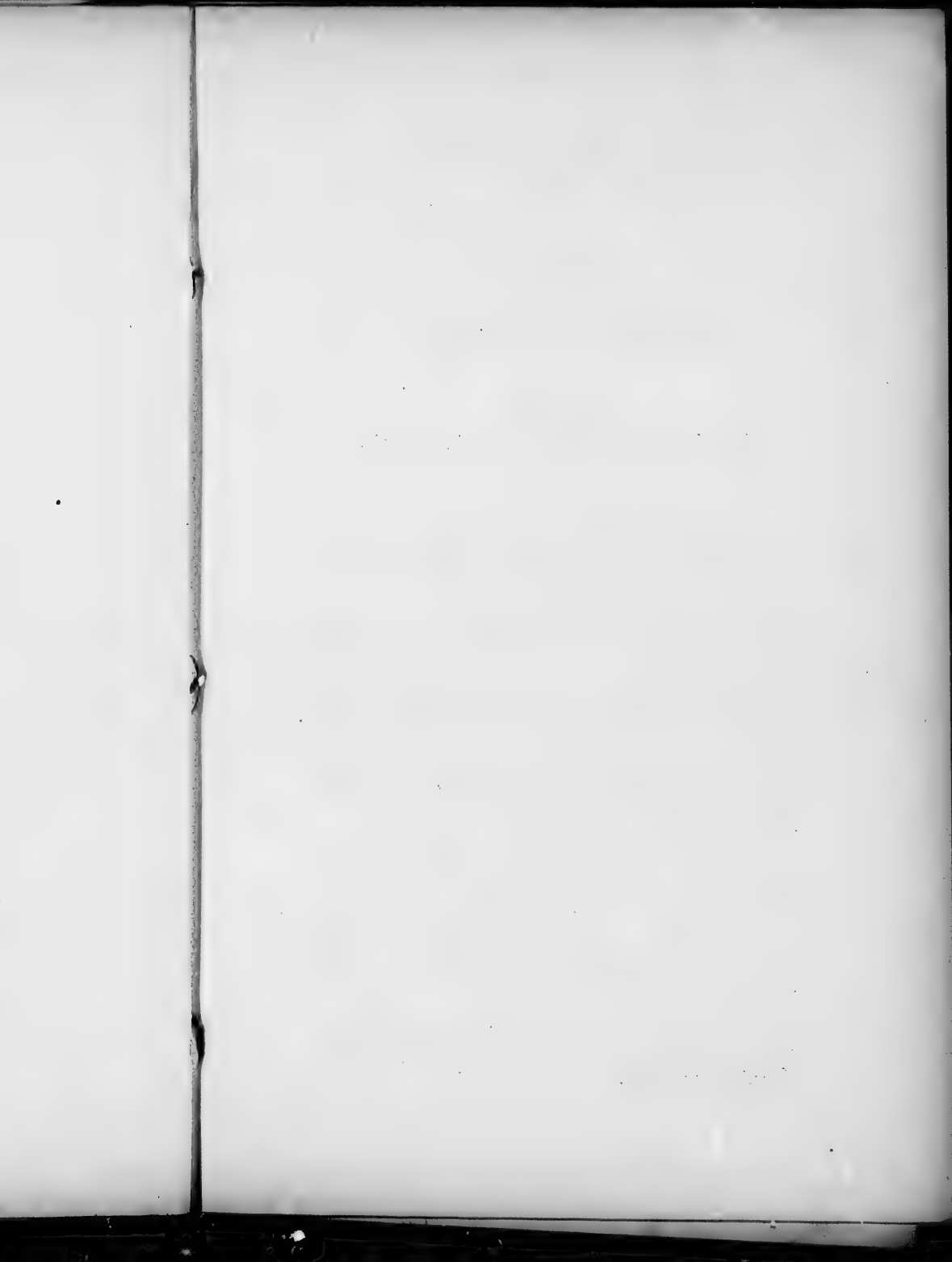
4. Expound Lotze's doctrines of physical causation, space, and time.

5. What are our subjective criteria of objective reality? Have we any right to believe that they give us reality apart from consciousness? Argue the case.

6. What is Lotze's view of the relation of God to the world? Compare it with Green's view.

7. "Idealism requires a relative theory of knowledge, and necessarily issues in phenomenalism." Is this true? Give your reasons. How did Hamilton attempt to escape this conclusion?

8. Can we deny objective reality in the process of knowledge and yet justify subjective reality? If so, can we objectify the idea of God without identifying it with the world? Discuss these questions.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FOURTH YEAR.

HISTORY OF PHILOSOPHY.

HONORS.

Examiner : J. MARK BALDWIN, M.A., PH.D.

Candidates may omit one question.

1. Give the links of Descartes' argument from self to the external world. Compare it with Green's argument from self to the external world.

2. Expound Spinoza's doctrines of Substance, Attributes, and Modes. Is the doctrine of "attributes" implicit Idealism?

3. Compare Leibnitz's theory of "Monads" with the "Atoms" of Democritus and the "Reals" of Herbert.

4. "Fichte's denial of the *ding an sich* of Kant was a repetition of Berkeley's denial of the external substance of Locke"; is this true? Explain the historical elements involved in the comparison.

5. What was Reid's contribution to the development of thought? What did he mean by "irresistible belief" and "common sense"? Does he answer Hume?

6. Kant assumed that the categories were not objectively valid; Reid, that the intuitions were objectively valid. Do you find any ground for a choice between the two positions?

7. What is meant by the "identity philosophy"? Who founded it? Compare Hegel's "Absolute" with Spinoza's "Substance." What advantages has the Hegelian conception?

8. What is there common to the Hegelian and Evolution philosophies? Explain "transfigured realism." Criticise Mr. Spencer's theory of "Unity of Composition of Mind."

9. Analyze the current of Modern Philosophy into its several problems; and designate what in your view is the most important contribution made to each since Kant.

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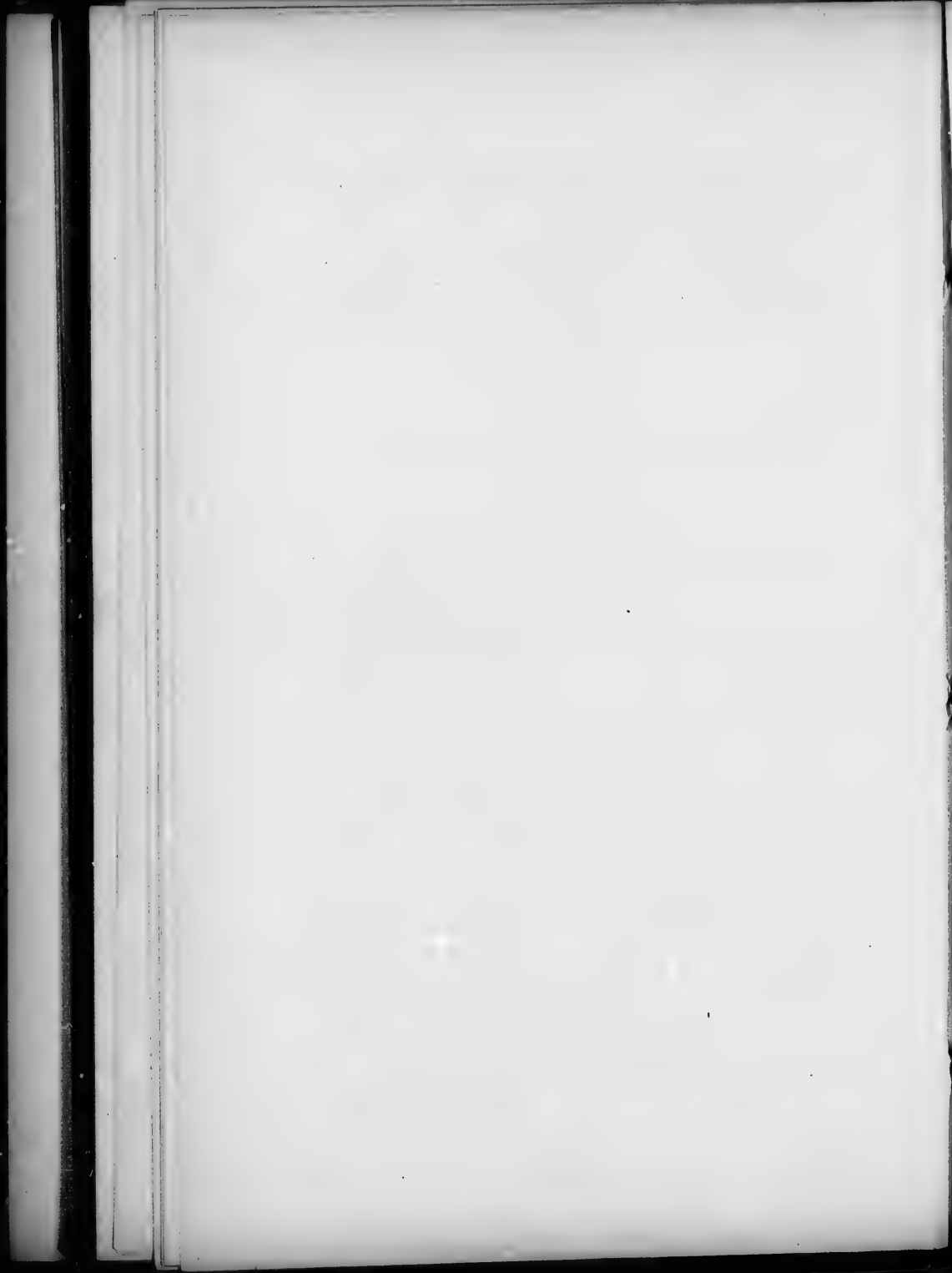
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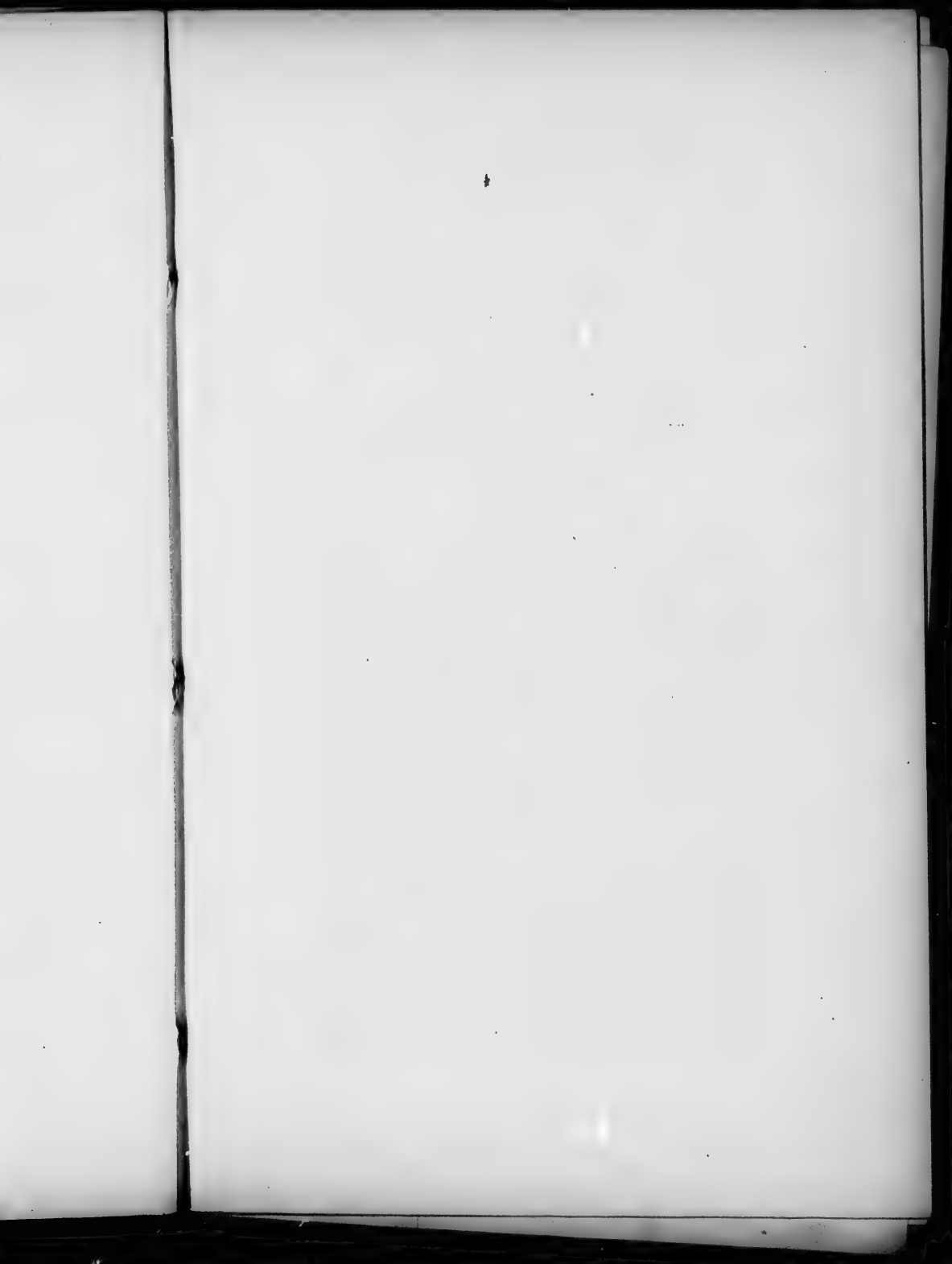
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University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

PHILOSOPHY.

HONORS.

Examiner : THOS. H. MITCHELL.

ARISTOTLE'S ETHICS.

I.

1. What do you consider the necessary characteristics of the greatest good ?
2. Compare the Greek and the modern conceptions of virtue.
3. Reproduce Aristotle's answer to the question : In what cases is a man an involuntary agent ?
4. Give a brief exposition of courage and indicate some of its spurious forms.
5. With what great line of argument from the Nicomachean Ethics may you assail and sweep away all sensational theories of morals ?

II.

Translate :

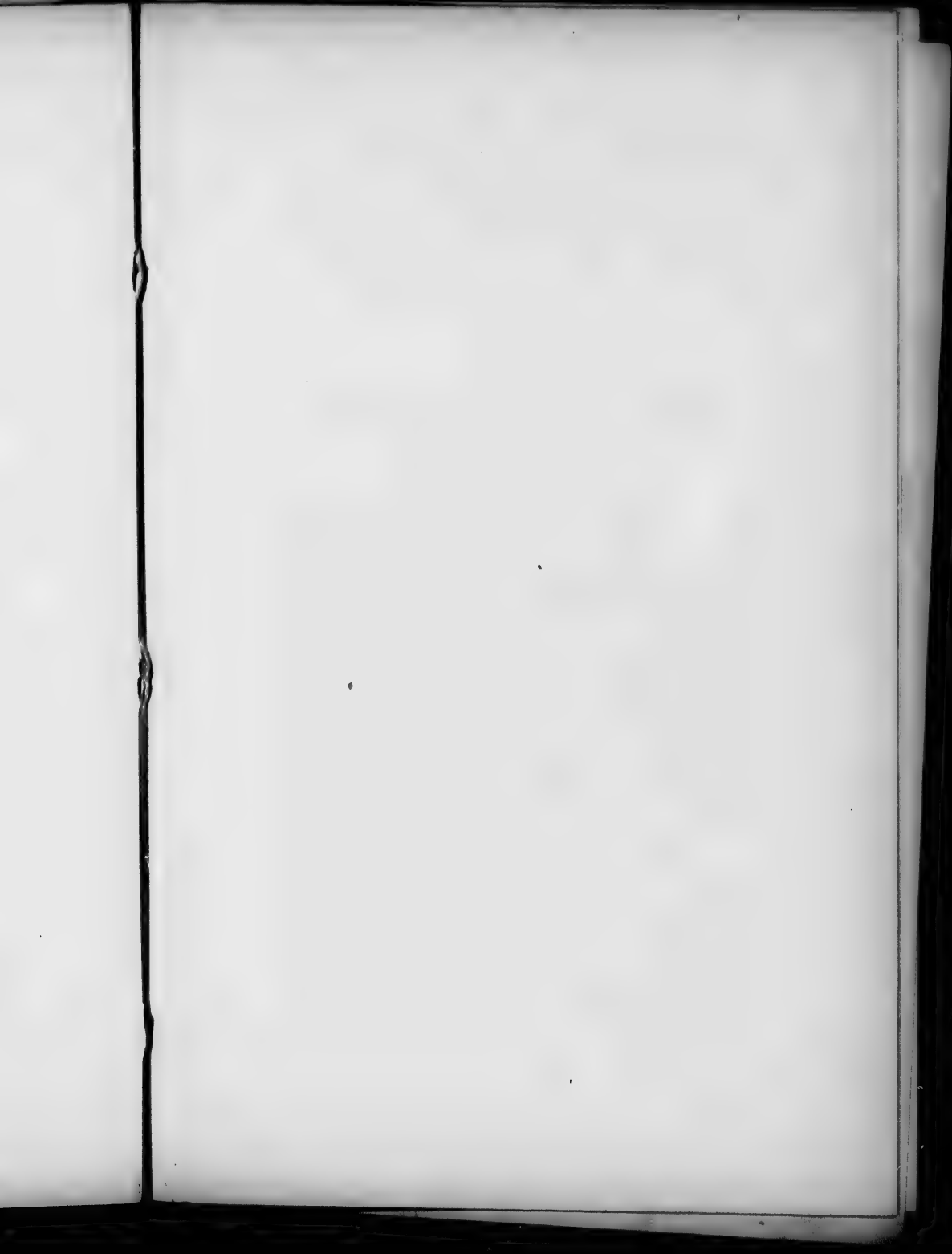
- (a) Καὶ περὶ μὲν τούτων ἐπὶ τοσούτον εἰρήσθω· πάλιν δ' ἐπανέλθωμεν ἐπὶ τὸ ζητούμενον ἀγαθόν, τί ποτ' ἂν εἴη. Φαίνεται μὲν γὰρ ἄλλο ἐν ἄλλῃ πράξει καὶ τέχνῃ· ἄλλο γὰρ ἐν ἰατρικῇ καὶ στρατηγικῇ καὶ ταῖς λοιπαῖς ὁμοίως. Τί οὖν ἐκάστης τἀγαθόν; ἡ οὐ χάριν τὰ λοιπὰ πράττεται; τοῦτο δ' ἐν ἰατρικῇ μὲν υἱγεία, ἐν στρατηγικῇ δὲ νίκη, ἐν οἰκοδομικῇ δ' οἰκία, ἐν ἄλλῳ δ' ἄλλο, ἐν ὑπάσῃ δὲ πράξει καὶ προαιρέσει

τὸ τέλος· τούτου γὰρ ἕνεκα τὰ λοιπὰ πράττουσι πάντες. "Ὡστ' εἴ τι τῶν πρακτῶν πάντων ἐστὶ τέλος, τοῦτ' ἂν εἴη τὸ πρακτὸν ἀγαθόν, εἰ δὲ πλείω, ταῦτα.

(b) "Ὅτι μὲν οὖν ἐστὶν ἡ ἀρετὴ ἡ ἠθικὴ μεσότης, καὶ πῶς, καὶ ὅτι μεσότης δύο κακιῶν, τῆς μὲν καθ' ὑπερβολὴν τῆς δὲ κατ' ἑλλειψιν, καὶ ὅτι τοιαύτη ἐστὶ διὰ τὸ στοχαστικὴ τοῦ μέσου εἶναι τοῦ ἐν τοῖς πάθεσι καὶ ταῖς πράξεσιν, ἱκανῶς εἴρηται. Διὸ καὶ ἔργον ἐστὶ σπουδαῖον εἶναι· ἐν ἐκάστῳ γὰρ τὸ μέσον λαβεῖν ἔργον, ὅλον κύκλου τὸ μέσον οὐ παντὸς ἀλλὰ τοῦ εἰδότος. Οὕτω δὲ ταὶ τὸ μὲν ὀργικθῆναι παντὸς καὶ ῥύδιον, καὶ τὸ δοῦναι ἀργύριον καὶ δαπανῆσαι. τὸ δ' ὧ καὶ ὅσον καὶ ὅτε καὶ οὐ ἕνεκα καὶ ὥς, οὐκέτι παντὸς οὐδὲ ῥάδιον· διόπερ τὸ εὖ καὶ σπάνιον καὶ ἐπαινετὸν καὶ καλόν.

(c) Διωρισμένων δὲ τοῦ τε ἐκούσιου καὶ τοῦ ἀκούσιου, περὶ προαιρέσεως ἔπεται διελθεῖν· οἰκειύτατον γὰρ εἶναι δοκεῖ τῇ ἀρετῇ καὶ μᾶλλον τὰ ἥθη κρίνειν τῶν πράξεων. Ἡ προαίρεσις δὲ ἐκούσιον μὲν φαίνεται, οὐ ταῦτ' οὐδὲ, ἀλλ' ἐπὶ πλεον τὸ ἐκούσιον· τοῦ μὲν γὰρ ἐκούσιου καὶ παῖδες καὶ τᾶλλα ζῶα κοινωνοῦν, προαιρέσεως δ' οὐ, καὶ τὰ ἐξαίφνης ἐκούσια μὲν λέγομεν, κατὰ προαίρεσιν δ' οὐ. Οἱ δὲ λέγοντες αὐτὴν ἐπιθυμίαν ἢ θυμὸν ἢ βούλησιν ἢ τινα δόξαν οὐκ εἰκόασιν ὀρθῶς λέγειν.

(d) Τὰ μὲν οὖν τῆς ἀσωτίας οὐ πάνυ συνδυάζεται· οὐ γὰρ ῥάδιον μηδαμῶθεν λαμβάνοντα πᾶσι διδόναι, ταχέως γὰρ ἐπιλείπει ἡ οὐσία τοὺς ἰδιώτας διδόντας, οἵπερ καὶ δοκῶσιν ἄσωτοι εἶναι· ἐπεὶ ὁ γε τοιοῦτος δόξειεν ἂν οὐ μικρῷ βελτίων εἶναι τοῦ ἀνελευθέρου. Εὐνιάτος τε γὰρ ἐστὶ καὶ ὑπὸ τῆς ἡλικίας καὶ ὑπὸ τῆς ἀπορίας, καὶ ἐπὶ τὸ μέσον δύναται ἐλθεῖν. Ἐχει γὰρ τὰ τοῦ ἐλευθερίου· καὶ γὰρ δίδωσι καὶ οὐ λαμβάνει, οὐδέτερον δ' ὥς δεῖ οὐδ' εὖ. Εἰ δὲ τοῦτο ἐθισθεῖ, ἡ πῶς ἄλλως μεταβάλοι, εἴη ἂν ἐλευθέριος· δώσει γὰρ οἷς δεῖ καὶ οὐ λήψεται ὅθεν οὐ δεῖ. Διὸ καὶ δοκεῖ οὐκ εἶναι φαῦλος τὸ ἥθος· οὐ γὰρ μοχθηροῦ οὐδ' ἀγεννοῦς τὸ ὑπερβάλλειν διδόντα καὶ μὴ λαμβάνοντα, ἡλιθίου δέ. Ὁ δὲ τοῦτον τὸν τρόπον ἄσωτος πολὺ δοκεῖ βελτίων τοῦ ἀνελευθέρου εἶναι διὰ τε τὰ εἰρημένα, καὶ ὅτι ὁ μὲν ὠφελεῖ πολλοὺς, ὁ δὲ οὐθέν· ἀλλ' οὐδ' αὐτόν.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

KANT. HONORS.

Examiner: J. MARK BALDWIN, M.A., Ph.D.

*. Candidates may omit any single question after the fifth.

1. Translate: Wir werden daher Erfahrung überhaupt zergliedern müssen, um zu sehen, was in diesem Produkt der Sinne und des Verstandes enthalten, und wie das Erfahrungsurtheil selbst möglich ist. Zum Grunde liegt die Anschauung, deren ich mir bewusst bin, d. i. Wahrnehmung die bloß den Sinnen angehört. Aber zweitens gehört auch dazu das Urtheilen. Dieses Urtheilen kann nun zweifach sein: erstlich, indem ich bloß die Wahrnehmungen vergleiche und in einem Bewusstsein meines Zustandes, oder zweitens, da ich sie in einem Bewusstsein überhaupt verbinde. Das erste Urtheil ist bloß ein Wahrnehmungsurtheil, und hat sofern nur subjective Gültigkeit, es ist bloß Verknüpfung der Wahrnehmungen in meinem Gemüthszustande Dadurch entspringt keine Allgemeingültigkeit und Nothwendigkeit des Urtheiles. Es geht also noch ein ganz anderes Urtheil voraus, ehe aus Wahrnehmung Erfahrung werden kann. Die gegebener Anschauung muss unter einem Begriff subsumirt werden, der die Form des Urtheilens überhaupt in Ansehung der Anschauung bestimmt, das empirische Bewusstsein der letzteren in einem Bewusstsein überhaupt verknüpft und dadurch den empirischen Urtheilen Allgemeingültigkeit verschafft; dergleichen Begriff ist ein reiner Verstandesbegriff *a priori*. *Proleg.*, § 20.

2. Expand Kant's view of the elements of experience as intimated in the above passage, stating clearly the meaning he conveys by the words *Anschauung*, *Wahrnehmung*, *Begriff*, *Erfahrung*, and their relation to one another. Illustrate with Kant's doctrine of causation.

3. State and examine in detail Kant's arguments for the *a priori* character of space and time. Can we get mathematics or nature-science without *a priori* formalism of space and time?

4. What are the "categories"? What kind of objective validity does Kant give them?

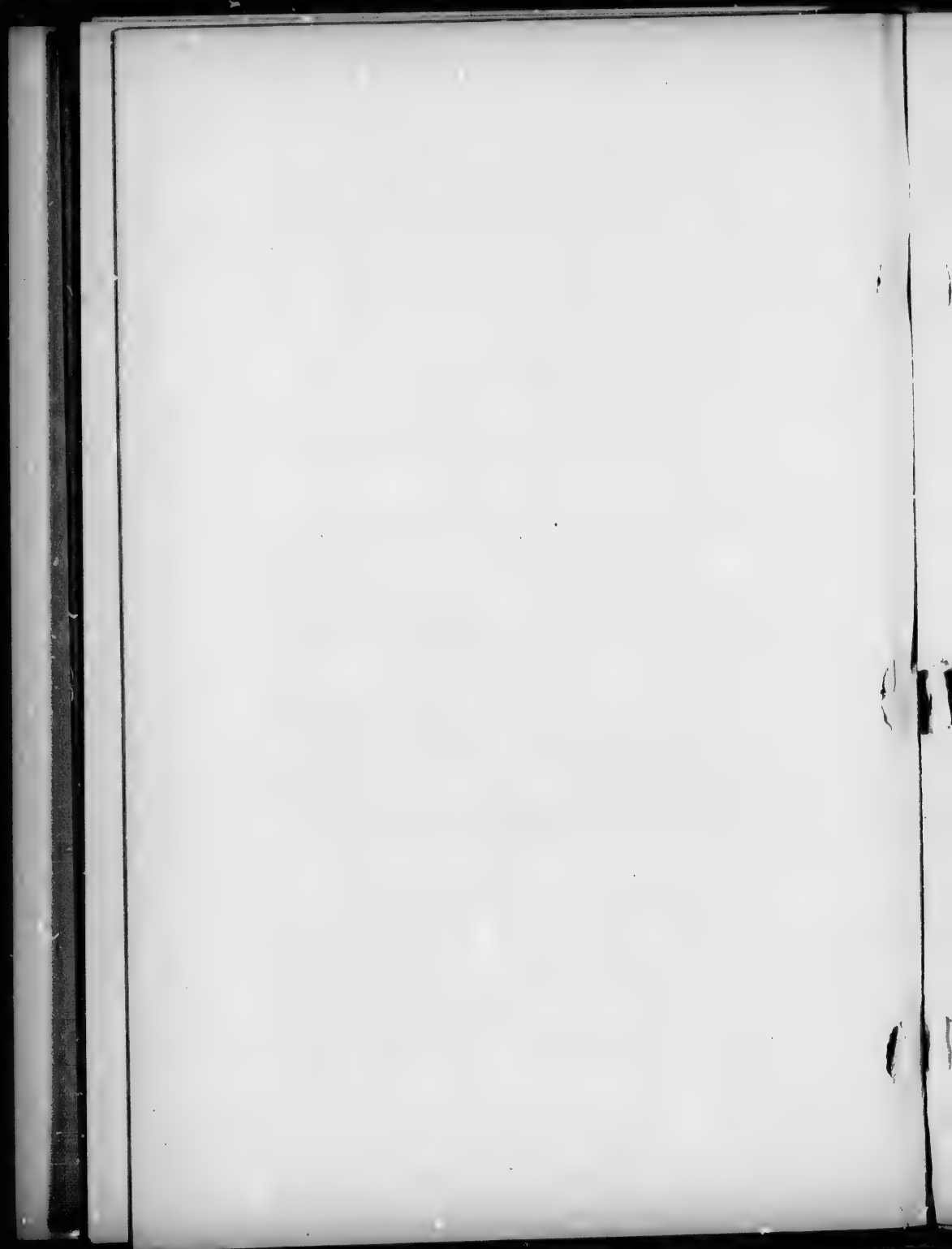
5. Can you bring your criticisms of formal space also against formal categories of Intellect (*Verstand*)? Can we reinstate valid intellectual knowledge without reinstating objective space and time?

6. What is the problem of Kant's Transcendental Dialectic? His solution? In what sense is Kant agnostic? What is the function of transcendental apperception in the system?

7. Outline Kant's criticisms of the traditional theistic proofs—especially the Anselmian. What is the relation of the notion of design, in Kant, to the categories.

8. State the relation of Kant's critique of Practical Reason to the other critiques. Explain his doctrines of right and duty. How does he reach the objective grounding of the moral law? Is he entitled to it?

9. What do you understand by the Neo-Kantian philosophy? What effect does it have on the Kantian system to remove the doctrine of noumena?



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FOURTH EXAMINATION.

LOGIC.

Examiner: J. MCD. DUNCAN, B.A.

1. Define Induction.
2. Are the following to be regarded as instances of inductive reasoning?
 - (a) All the planets shine by the sun's light, for this is true of each separate planet.
 - (b) All the angles in any triangle are together equal to two right angles, for this is true of the triangle *ABC*.
3. Upon what principle is all inductive reasoning grounded? How is this principle itself established?
4. Explain fully what is meant by the *cause* of an event.
5. Distinguish between Composition of Causes and Combination of Causes.
6. Explain fully the different steps in the Deductive method.
7. Discuss the value of an analogical argument.
8. Exemplify the use of the Method of Concomitant Variations.

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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ETHICS.

HONORS.

Examiner: J. MARK BALDWIN, M.A., PH.D.

. Candidates may omit one question.

1. Examine the Intuition Theory of the right. Is it true that what a man ought to do is always right? Is it true that what is right ought always to be done? Illustrate your answers.

2. Sketch the psychological antecedents of an act of free choice. How is it possible to "change one's mind" in regard to the rightness of a course of conduct?

3. Define the place of sympathy in the ethical system; give in detail any historical views which occur to you of the ethics of sympathy.

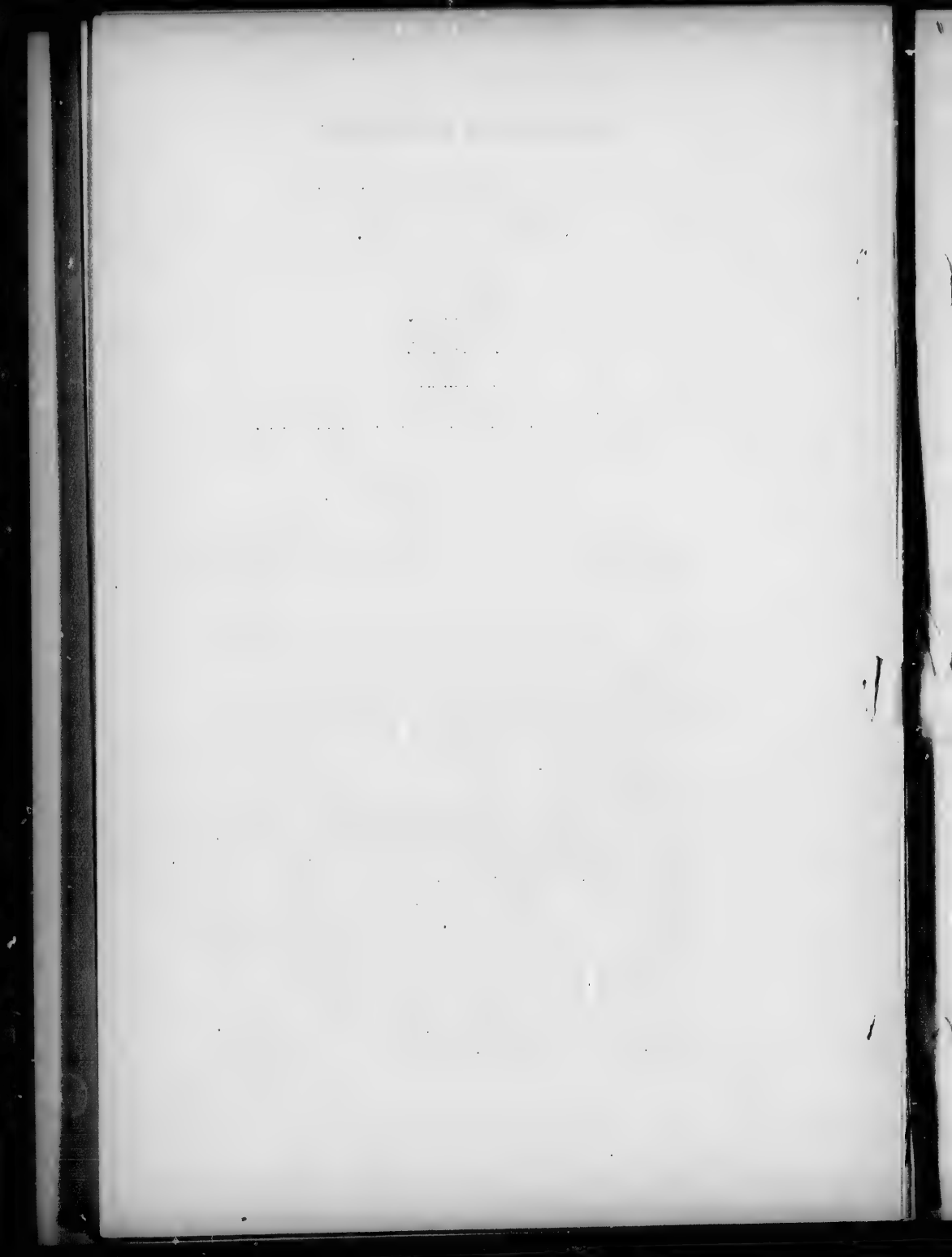
4. Give a brief history and criticism of the "Ethic of Evolution."

5. Where does ethics fall in the metaphysical system? What is the relation of the categories of duty and right to the knowledge categories? State the moral argument for the existence of God.

6. Outline the history of the free-will controversy, and show the bearing of the question upon the ethical problem.

7. Expound Green's theory of the ethical end. Examine Bentham's and Mill's Utilitarianism.

8. Explain the so-called "ethical formalism" of Kant. What fault have you to find with it?



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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

POLITICAL SCIENCE.

POLITICAL PHILOSOPHY.

HONORS.

Examiners: { J. M. McEVOY, B.A.
 { A. T. THOMPSON, B.A.

NOTE.—Candidates are requested not to attempt more than eight questions.

1. What, according to Aristotle, is the purpose of the State?
2. What does Aristotle mean by saying that the State is prior to the family and the individual?
3. Estimate the value of Aristotle's criticism of Plato.
4. In what way does Marsilius of Padua anticipate the theory of modern Constitutional Government?
5. In what sense is Machivael the first purely scientific student of politics?
6. Compare Rousseau's theory of the origin of civil Government with that of Hobbes.
7. What were the defects in Rousseau's political theories as applied to the France of his own time?
8. The doctrine which bases the State upon a conscious union of individuals to secure certain definite advantages has *historically* been of importance in its relation to two questions: (1) the right of revolution; (2) laissez faire. Explain very briefly.
9. "Political problems do not primarily concern truth or falsehood."—BURKE. Examine this position.
10. Briefly compare the teaching of Bentham and Green as to the object of Law.
11. Can the doctrine of "the survival of the fittest" be applied to human society?



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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

POLITICAL SCIENCE.

HONORS.

Examiners: { A. T. THOMPSON, B.A.
J. M. McEVoy, B.A.

N.B.—Candidates are requested not to attempt more than eight questions.

ECONOMIC HISTORY.

1. Sketch the history of the Teutonic Hanse in England.
2. Describe the position of the mediaeval villein.
3. Explain the causes for the decay of the Craft Guilds.
4. Trace the development of the Poor Laws during Elizabeth's reign.
5. Show the importance in English Economic History of the woollen industry.
6. Distinguish the various stages in the growth of English foreign trade.
7. Describe the origin of the Bank of England, and explain its connection with the financial measures of the government of William III.
8. Trace the progress of the East India Company, down to the beginning of the eighteenth century.
9. What were the social effect of the "Enclosures" of the eighteenth century?

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10. Compare the Merchant Guild with the modern Joint Stock Company.

11. Illustrate historically the relative advantages and disadvantages of the Factory system of Industry.

12. Sketch the history of factory legislation in England.

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University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FOURTH YEAR.

ARTS.

POLITICAL ECONOMY.

Examiners: { J. M. McEvoy, B.A.
A. T. Thompson, B.A., LL.B.

1. Does density of population tend to increase or to diminish the *per capita* productiveness of a nation? Apply your conclusions to determine the importance of the Malthusian doctrine of population.

2. If it were deemed desirable to encourage the manufacturing of steel in Canada would you do so by levying a duty on imported steel, or by giving a bonus per ton for all steel produced in Canada?

3. Examine the soundness of the two fundamental assumptions upon which the *laissez faire* doctrine of the functions of Government proceeds.

4. "Value depends on supply and demand."

What limitations and explanations does this statement require?

5. "Rents tend to rise with industrial progress."

Examine this statement.

6. On what principles would you proceed to determine what was "fair wages" between master and workman in any given industry?

7. Describe some of the more important plans recently advanced for the uniting of labour and capital, and examine the expediency of each from an economic standpoint.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

POLITICAL ECONOMY.

Examiners: { J. M. McEVoy, B.A.
A. T. THOMPSON, B.A.

1. What is Political Economy?
2. Illustrate the use of *induction* and *deduction* in Political Economy.
3. State and criticize the 'Wage Fund Theory.'
4. "Landlords were able to pocket the whole advantage of the Corn Laws, and the people suffered that rents might be kept up." Explain and criticize.
5. What are the functions of money?
6. State arguments for and against the adoption of bimetalism.
7. Is a government justified in taxing the rich for the benefit of the poor? If so, to what degree?
8. Distinguish the various meanings attached to the term "socialism."

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ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

INTERNATIONAL LAW.

HONORS.

Examiners: { HON. WILLIAM PROUDFOOT, J.
 { HON. DAVID MILLS, LL.B.

1. Explain and illustrate the right of self-preservation as a doctrine of International Law.

Narrate fully the following matters, and state how far each is justified by the right of self-preservation: the burning of the *Caroline*; the seizure of the Danish fleet and the bombardment of Copenhagen; the case of the *Virginus*; the English claim to the valley of the Ohio against prior discovery and occupation by the French.

2. Explain and illustrate the modern rule of *Intervention*.

3. Explain fully the limits that International Law imposes to the use of violence against the inhabitants of the enemies country.

4. What distinction is there between military occupation and conquest in the legal relation of the enemy to the government and people of the occupied territory?

5. Answer fully who are recognized as legitimate combatants?

6. What is the law at the present time as to the carriage of enemy's goods in a neutral ship? Of a neutral's goods in an enemy's ship?

7. State whether a neutral state can, without a violation of its neutrality, permit the army of a belligerent to pass through its territory? What if the permission is given to both belligerents?

8. A ship of war belonging to one belligerent captures a merchant vessel within neutral waters, how far may the neutral interfere and upon what ground is that interference upheld? State in what respect such a proceeding differs from the proceeding of a prize Court?

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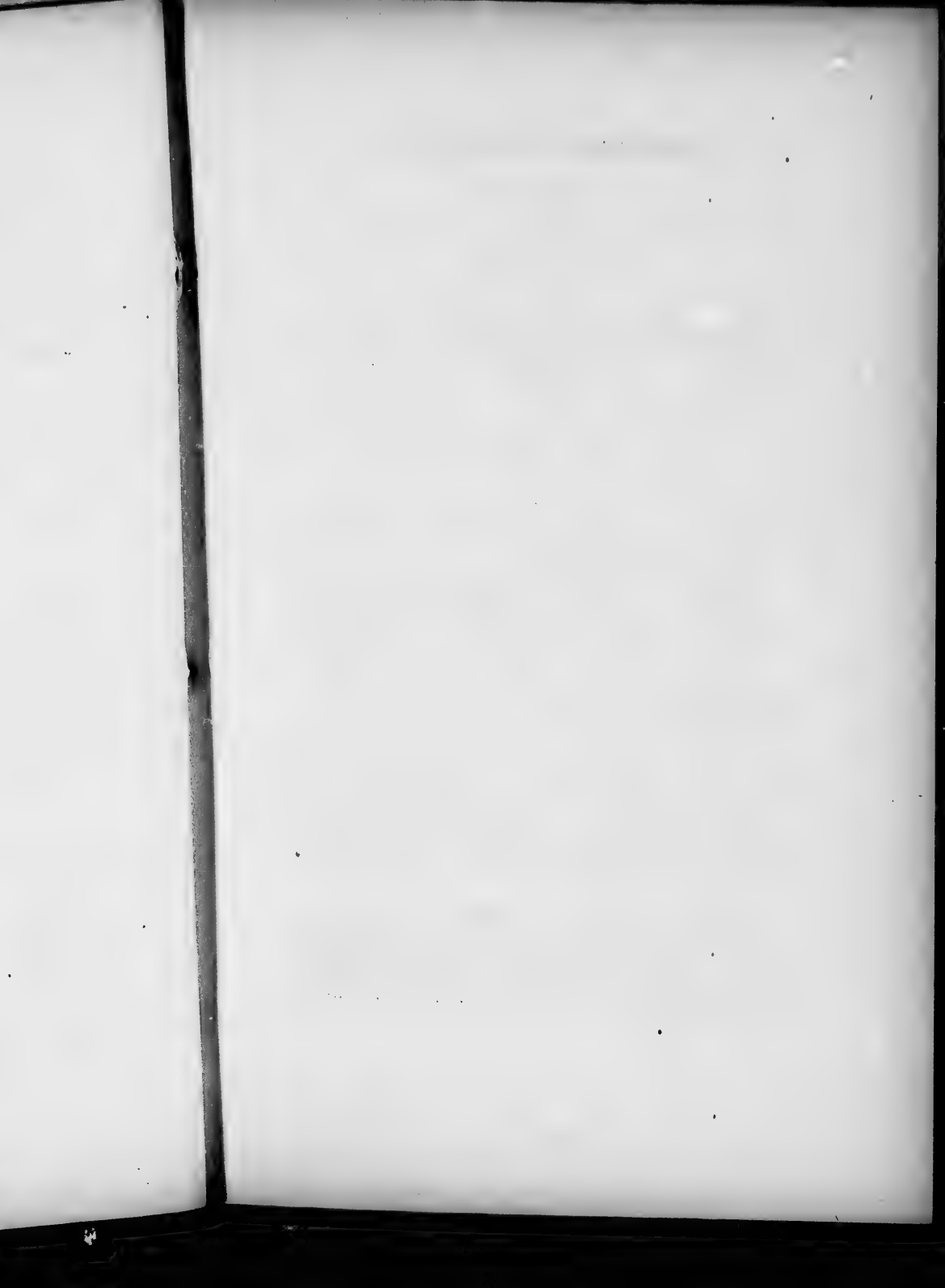
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ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

FEDERAL CONSTITUTIONAL LAW. HONORS.

Examiners: { HON. WM. PROUDFOOT, J.
 { HON. DAVID MILL, LL.B.

1. State the various sources of the Constitutional Law and Custom of Canada.

2. What parts of our Constitutional Law are outside the British North America Act, and what parts are under the Legislative control of the Parliament of Canada, as a constituent body?

3. Name the various departments of the Federal Administration, and give an account of the duties of each department.

4. State the provisions of the British North America Act, 1867, for the Creation of Courts, of Civil and Criminal jurisdiction, and for the appointment of Judges, and point out in what respect the federal plan of government is departed from, in these provisions, relating to the Judicial Department of Government, Provincial, and Federal.

5. State the historical circumstances which establish the proposition, that the constitutional powers vested in the President and Congress of the United States, were not grants from the States, but powers acquired from the King and Parliament of Great Britain by force of arms.

6. Give an account of the Executive Government of the United States, and state how far the Senate is entrusted with executive functions.

7. What provision does the Constitution of the United States make in reference to Bills of Attainder, and in reference to *Ex post facto* Laws?

8. What provision does the Constitution make as to the subject of impeachment: who may be impeached? What are lawful grounds for impeachment? In whom is the power to impeach lodged? By what body are impeachments tried? What is necessary to a conviction? What is the punishment when the impeached party is convicted?

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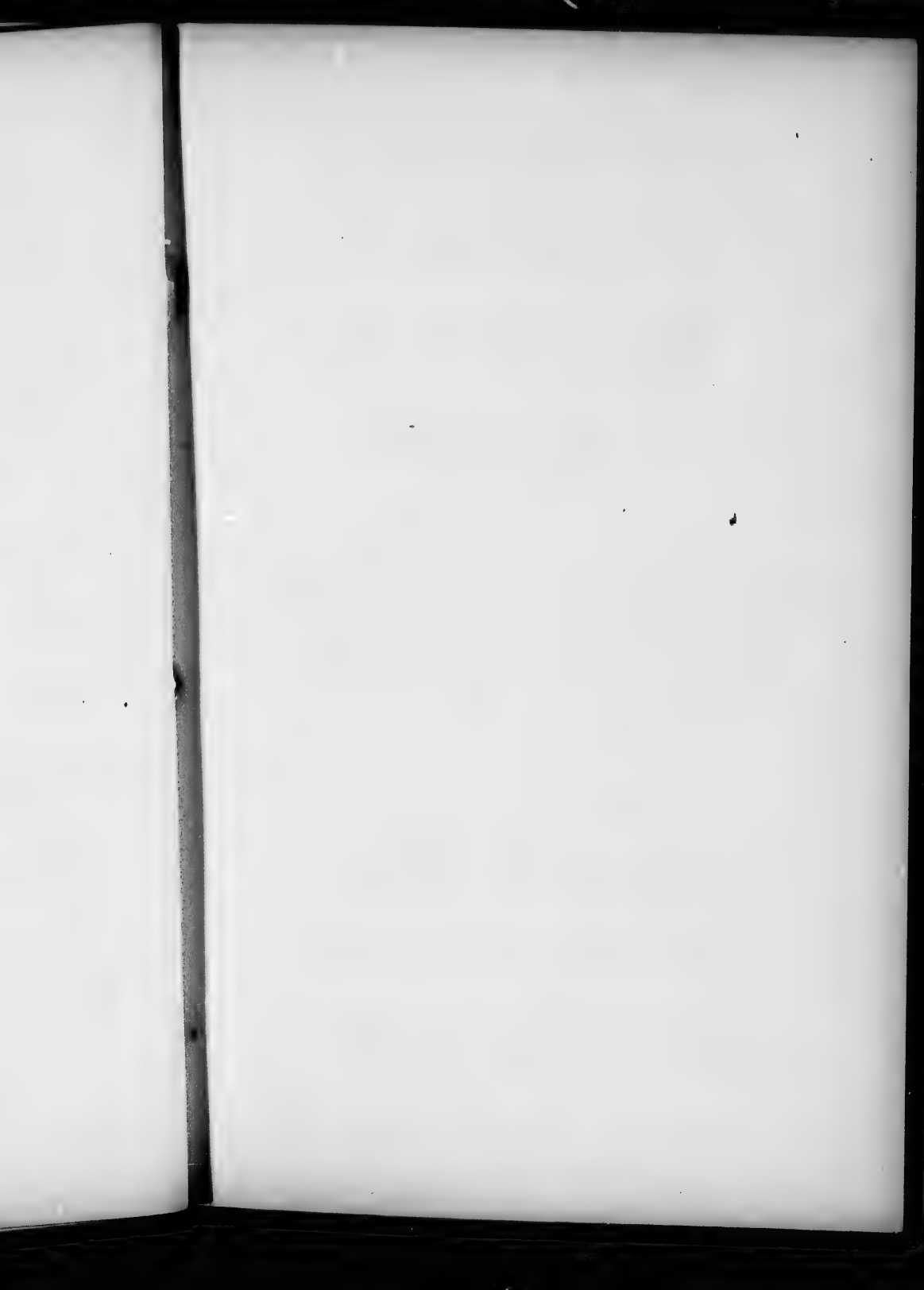
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University of Toronto.

ANNUAL EXAMINATIONS: 1901.

FOURTH YEAR.

FEDERAL CONSTITUTIONAL LAW.

Examiners: { HON. WM. PROUDFOOT, J.
 { HON. DAVID MILLS, LL.B.

1. Give a summary of the principal provisions of the Quebec Act, 1874.
2. State what changes were made in the Government of the country embraced within the jurisdiction of the Quebec Act, by the Constitutional Act of 1791, and by the King's Proclamation which accompanied it.
3. Give a summary of the British North American Act, 1867, in the following respects:—
 1. The constitution of the Federal Government and Parliament.
 2. The Legislative jurisdiction of Parliament.
 3. The general scheme for the administration of justice in both Canada and the Provinces of Canada.
4. In what respects is the Canadian Constitution similar in principle to that of the United Kingdom, and in what respects is it similar to that of the United States?
5. Give a summary of the constitution of the United States, and enumerate the Legislative powers of Congress.
6. Enumerate the powers expressly denied to the several states by the Constitution, and relate the circumstances out of which these restrictions arose.

7. Describe the Judicial Department of the Federal Government of the United States.

8. What provision is made under the United States Constitution for the government of the Territories, and what for the admission of new States? How have the Territories been governed, and what are the preliminary conditions to the admission of new States?

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University of Toronto.

ANNUAL EXAMINATIONS: 1901.

CANDIDATES FOR B.A.

POLITICAL SCIENCE.

PUBLIC FINANCE.

HONORS.

Examiners: { J. M. McEVoy, B.A.
 { A. T. THOMPSON, B.A.

NOTE.—Candidates are requested not to attempt more than eight questions.

1. Describe the functions of the Interstate Commerce Commission. Would it be desirable to subject Canadian railroads to a similar control?

2. What are the best principles upon which to found a system of taxation?

3. Discuss the relative advantages and disadvantages of direct and indirect taxation.

4. Suggest a system of Municipal taxation for Toronto.

5. Does sound policy demand the payment of National Debts? If so, with what rapidity should the payment proceed?

6. Distinguish between the principles which should govern the management of Municipal Debts on the one hand and National Debts on the other.

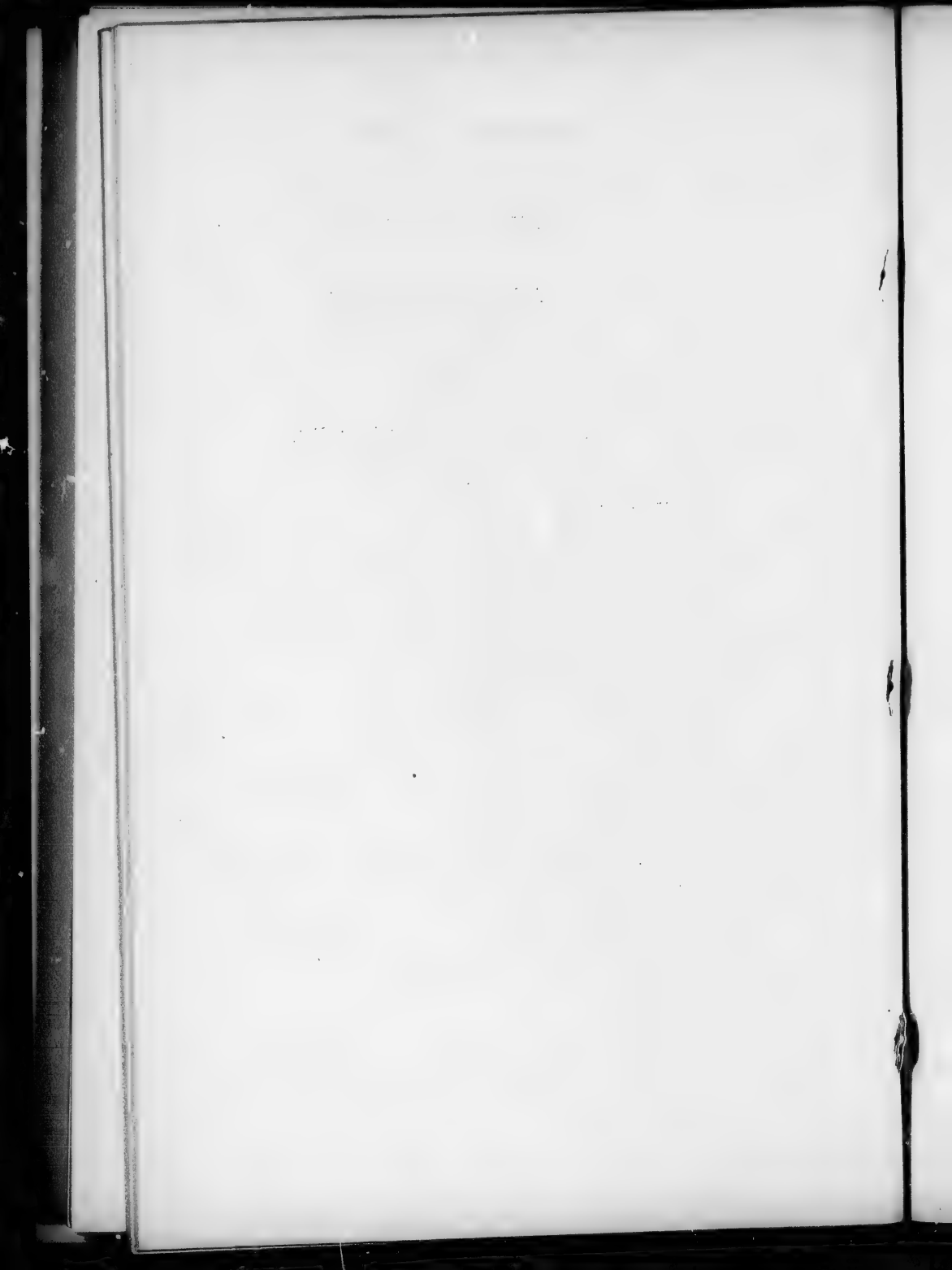
7. What arguments can be adduced for and against the municipal management of 'natural monopolies'?

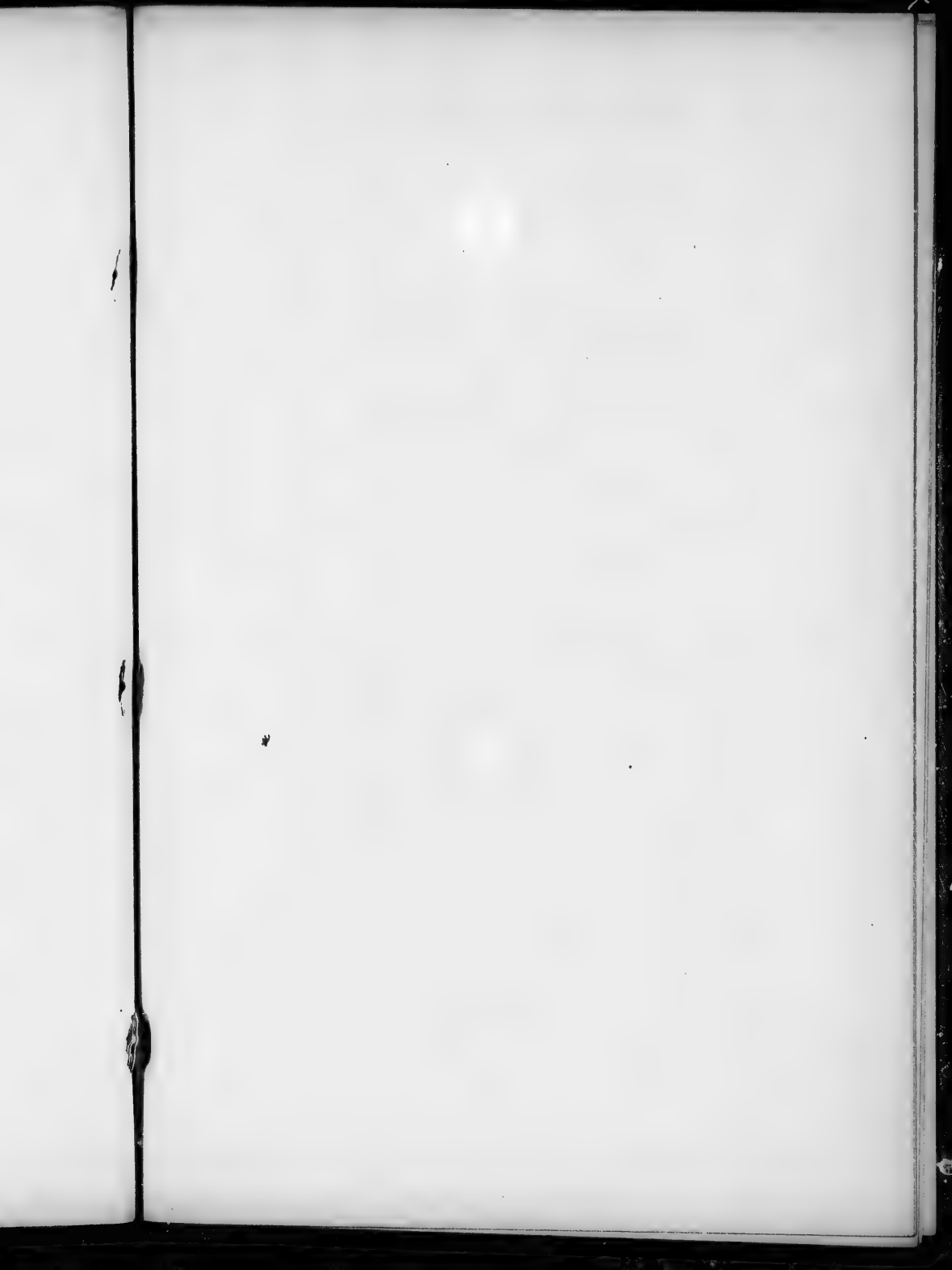
8. Is a city justified in granting bonuses for the encouragement of private enterprises?

9. How should a Government deal with its public lands?

10. Trace the history of the science of Finance.

11. Are paper notes money? What bearing, if any, has this question on Government policy?





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ANNUAL EXAMINATIONS : 1891.

FOURTH YEAR.

DEPARTMENT OF CHEMISTRY
AND MINERALOGY.

INORGANIC CHEMISTRY.

HONORS.

Examiner : T. PROCTOR HALL, M.A., PH.D.

1. Give an account of recent corrections of atomic weights, as related to Mendelejeff's table.
2. An element whose specific gravity is 18.4 forms a compound with sulphur and oxygen containing 8.7% of sulphur and 65.22% of the metallic base ; also a chloride containing 37.09% of chlorine. Find its probable atomic weight.
3. How may the impurities likely to occur in commercial strong sulphuric acid be detected and removed ?
4. Explain the action and use of the ordinary oxidizing and reducing agents.
5. Name the sources of compounds of nitrogen and of phosphorus. Make a table of the chief compounds of each, so as to show the varying atomicity of these elements, and the similarity in the two series of compounds.
6. Write equations, showing the action of hydrogen sulphide on the chlorides of the metals of the second group (Hg, Pb, Sn, etc.) in acid solution.

7. What properties are characteristic of metallic and non-metallic elements respectively? Is hydrogen a metal?

8. Describe the methods employed to determine the heat of neutralization of acids and bases, and summarize the results.

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ANNUAL EXAMINATIONS : 1891.

NATURAL SCIENCE—DIV. I.

EMBRYOLOGY.

HONORS.

Examiner : J. J. MACKENZIE, B.A.

1. Give an account of the development of the notochord, and the formation of the mesoblastic somites.
2. Sketch the formation, and trace the history of the Wolffian body and Wolffian duct.
3. Give an account of the development of the Spleen, Liver and Sympathetic Nervous System.
4. Describe fully the condition of the heart and circulation of the blood at the end of the fifth day.
5. Describe fully the development of the ear in the Mammalia.

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ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

DEPARTMENT OF CHEMISTRY AND
MINERALOGY.

HISTORY OF CHEMICAL THEORY.

Examiner: T. PROCTOR HALL, M.A., PH.D.

1. Write a brief history of the science of chemistry prior to the year 1800.
2. In what respect did Dalton's theory differ from former atomic theories. What was, and what is, the evidence in its favor?
3. Why were the atomic weights changed? (Make your explanation intelligible to one familiar with the old system only).
4. Trace the influence of Prout's hypothesis on modern chemical theory.
5. Give an account of the Philogiston theory, and of its overthrow. If for philogiston we read 'energy', how near does the theory come to modern views?

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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

NATURAL SCIENCE DIV. I.

PHYSIOLOGY.

Examiner: J. J. MacKENZIE, B.A.

1. Give a full account of the electrical currents in muscle and nerve.
2. Describe fully the physiology and mechanism of the absorption of fat in the small intestine.
3. Give an account of the so called pressor and depressor nerves and explain their action.
4. Discuss the various views as to color vision.
5. Discuss fully the subject of heat in the animal body. Upon what does it depend, and how is it maintained.

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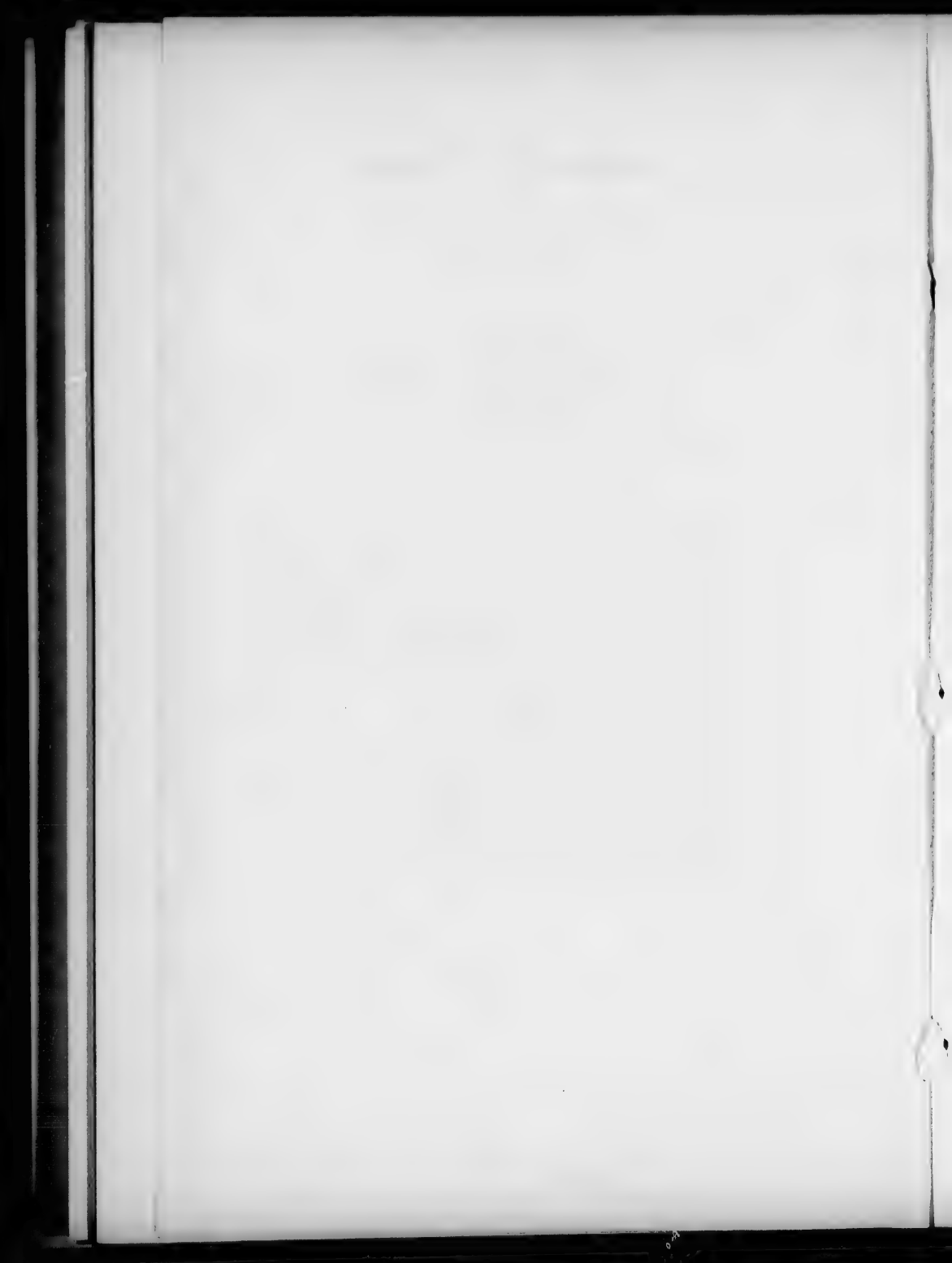
ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

NATURAL SCIENCES—DIV. I. COMPARATIVE ANATOMY.

Examiner: J. J. MACKENZIE, B.A.

1. Give an account of the primordial cranium, and compare it with the adult cranium of the Amphibia and Mammals.
2. Give a description of the Pelvis of the Lizard and Pigeon, and trace its modifications in intermediate forms.
3. Describe concisely the heart and main vessels in the Ichtyopsida and Reptilia.
4. Discuss the homodynamy of the 3rd, 4th, and 10th cranial nerves.
5. Describe the origin, and discuss the significance of the Thyroid, Epiphysis and Hypophysis.
6. Indicate briefly the comparative anatomy of the Oesophagus, Stomach, and Intestine in the Fishes, Birds, and Mammals.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

NATURAL SCIENCES—DIV. I.

HISTOLOGY.

Examiner : J. J. MACKENZIE, B.A.

1. Describe minutely the blood supply of the spleen and bone marrow.
2. Give an account of the nerve tracts in the spinal cord, medulla pons and cerebrum. Explain how this has been determined.
3. Describe fully the histology of the small intestine.
4. Give a complete account of the histology of the skin.
5. What is the structure of the suprarenals? Sketch the development of this organ in the embryo.

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ANNUAL EXAMINATIONS: 1891.

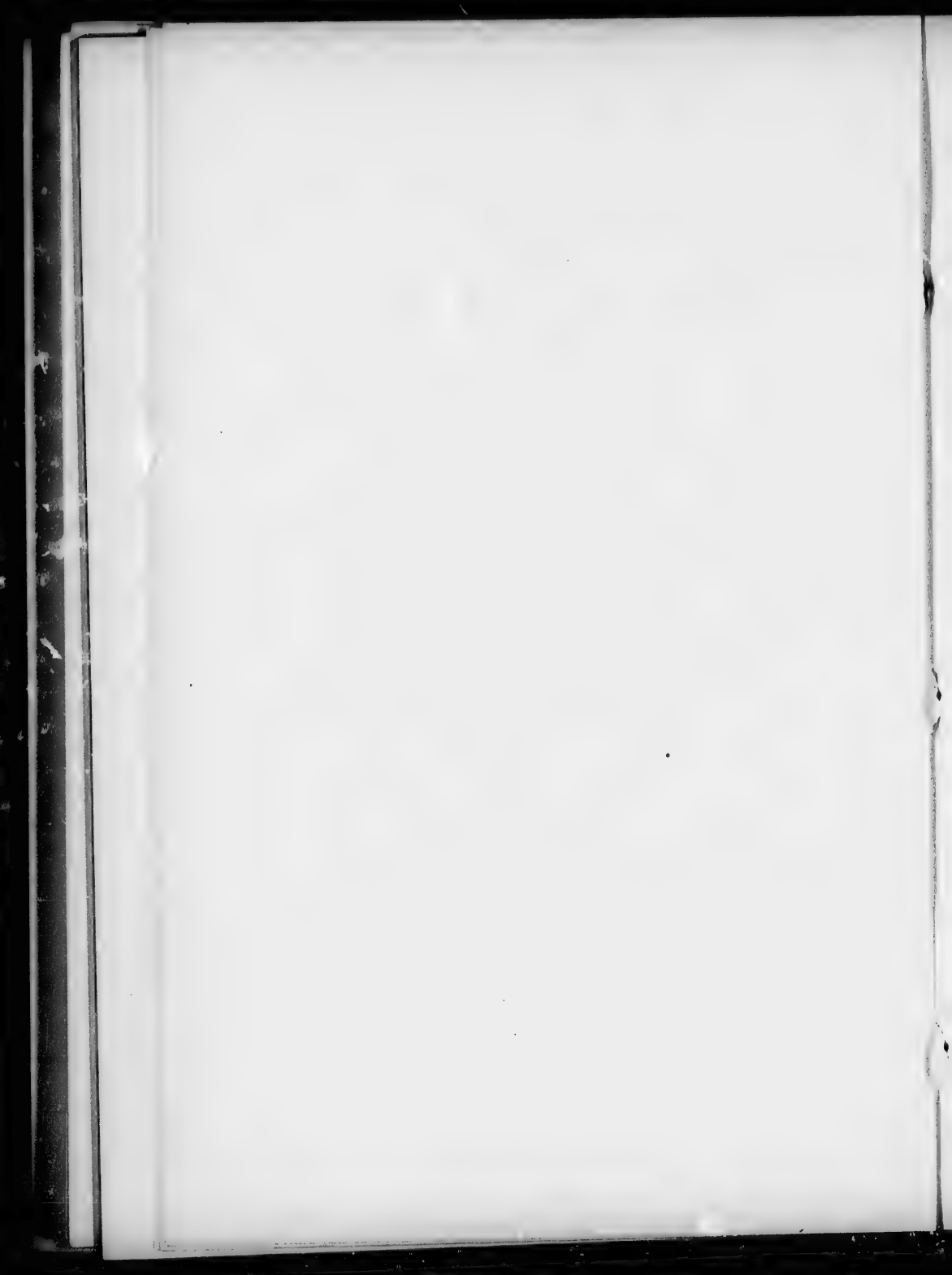
CANDIDATES FOR B.A.

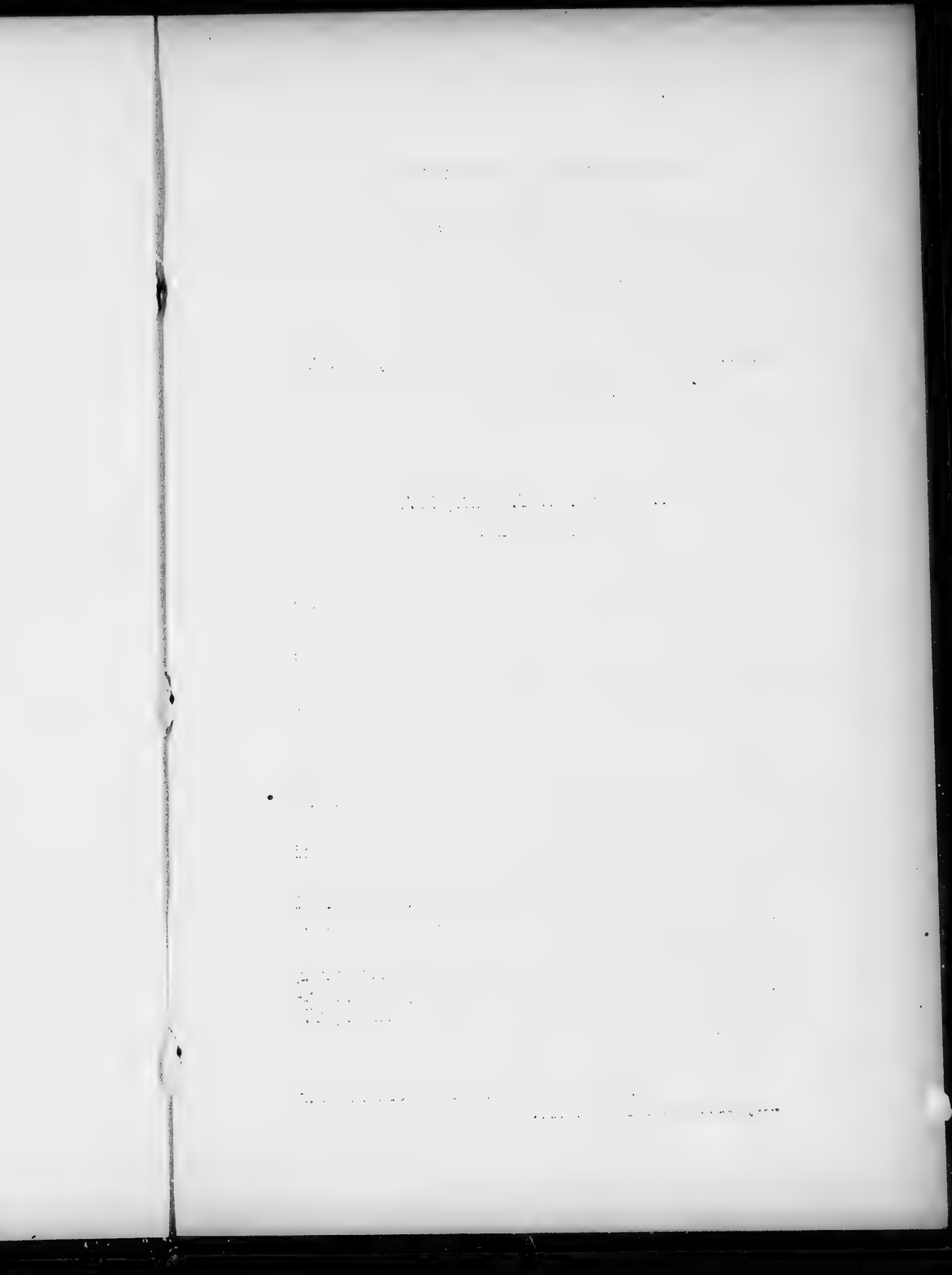
PALEONTOLOGY—VERTEBRATA.

HONORS.

Examiner: F. G. WAIT, M.A.

1. Write a short paper on Homotaxis.
2. Describe, with examples, the different kinds of fins and of teeth which are met with in fossil fishes.
3. In what formations, and under what generic names do representatives of the following orders or groups first occur:
Chelonia, Dinosauria, Curores, Pedimana,
Crocodilia, Proboscidea, Phocidae, Castoridae,
Ophidia, Scyllidae.
4. Briefly characterize any five of the following genera. State their zoological relation, and range in geological time:
Mylodon, Mastodon, Zeuglodon, Echidna,
Gastornis, Ceratodus, Acipensi, Carcharias,
Dinoceras.
5. Name the more important fossil genera of the order of Edentata. State also their geological and geographical distribution.
6. Name the ancestral, fossil types of the modern Horse. Give the geological range of each.
7. Characterize the amphibia. Point out in what respects the living and fossil forms resemble, and in what they differ from one another.
How are the fossil forms classified?
Give the more important genera of each order and their range.





University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

CRYSTALLOGRAPHY AND ADVANCED MINERALOGY.

HONORS.

Examiner: F. G. WAIT, M.A.

1. Dimorphism:

Define this term as applied to minerals, and give its causes.

The following minerals, whose chemical formulae are as follows, are dimorphic:

$C, S, Ag, S, Fe, S, Ti, O, Sb, O, Ca, C, O, (Ba, Ca) CO,$

Give the names and different forms assumed by each.

2. Write a short paper on twin crystals, referring especially to their modes of formation and of growth, and to their essential parts.

Give an example from each of the six systems, of minerals presenting this phenomenon.

3. Distinguish (a) between inclined and parallel hemihedrons, (b) between vertically direct and vertically alternate hemihedrons.

4. State the chemical formula and leading characters, including crystallographic and blowpipe, of: Corundum, Topaz, Emerald, Turquoise, Azurite, Zircon, Titanite, Bornite.

5. Characterize the Phosphates and Arseniates.

Shew in what points they resemble, and in what they differ from one another.

6. Describe the group of the Feldspars, generally, and any one member of the group particularly.

7. What is the action of Hydrochloric Acid on :

Sphalerite, Garnet, Magnetic Pyrites, Natrolite, Chabazite, Pyrolusite, and Apatite ?

8. What Minerals are represented by the following formulae :

$Mg\ Al_2\ O_3,\ 6\ Na\ F + Al_2\ F_6,\ F_2\ S\ As,\ Co\ S\ As,$
 $Ni\ S\ As,\ Ag,\ As\ S_2,\ Sb_2\ O_3,\ 3\ Pb_2\ P_2\ O_8 + Pb\ Cl_2,$
 $3\ Ca_2\ P_2\ O_8 + Ca\ Cl_2,\ Al_2\ Si_2\ O_7,\ Fe_2\ P_2\ O_8 + 8\ H_2\ O.$

9. Distinguish between Unisilicates and Bisilicates. Give examples of each.

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ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

NATURAL SCIENCE, DIVISION I.
MODERN BIOLOGICAL PROBLEMS.

HONORS.

Examiner: J. J. MacKENZIE, B.A.

1. Contrast the theories of Lamarck and Darwin on the production of Species.
2. Give an account of, and discuss the various theories of Heredity.
3. Outline Weismann's views as to the significance of sexual reproduction in Natural Selection.
4. Describe the formation of the polar bodies, and discuss the views as to their significance.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

NATURAL SCIENCE—DIV. I. PHYSIOLOGICAL CHEMISTRY.

Examiner: J. J. MACKENZIE, B.A.

1. Discuss the origin of fats in the animal and vegetable kingdom.

2. Detail the experiments which show that some albumenoids may replace the higher proteids in the nutrition of the animal.

3. Give Bunge's view on the resorption of iron in the animal body.

4. Describe the methods of preparation of artificial urea. Show what bearing these have upon our knowledge of its structural formula.

Discuss the origin of urea in the body and its relationship to other nitrogenous excreta and extractives.

5. A ball is thrown from the hand: trace the full history of the energy expended in propelling the ball.

6. Give an account of the effects of the presence or absence of oxygen upon the development of micro-organisms. Discuss the cause of the difference in yeast fermentation in the presence and absence of oxygen.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

DEPARTMENT OF CHEMISTRY AND MINER-
ALOGY.

PHYSICAL CHEMISTRY.

HONORS.

Examiner: T. PROCTOR HALL, M.A., PH.D.

N.B. — You are requested to select any four of these questions.

1. At high pressure the volumes of hydrogen and carbon dioxide do not follow Boyle's law. How are the deviations explained? Can the law be so stated that such deviations do not occur?

2. How may the critical temperature of a body be inferred from its properties (*a*) in the liquid state, and (*b*) in the gaseous state?

3. Describe those methods for the determination of molecular weights which depend upon changes in the vapor-pressure or in the freezing point of solutions.

4. Discuss the nature of Affinity.

5. What relation do the masses of the substances present in a chemical reaction bear to (1) the rate of change, and (2) the final product?

6. What views are now held regarding the nature of solution? State the laws of osmotic pressure in dilute solutions. Discuss the theory of dissociation into ions.

7. By what experimental method is the statement established, that the heat, set free when a compound is formed, is exactly equal to the heat, which must be supplied to decompose this compound.



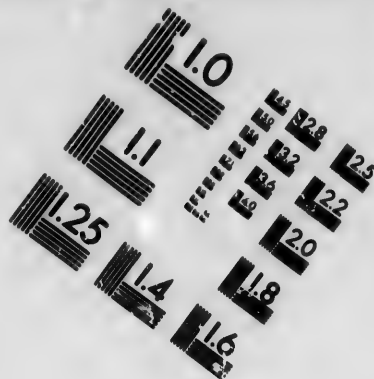
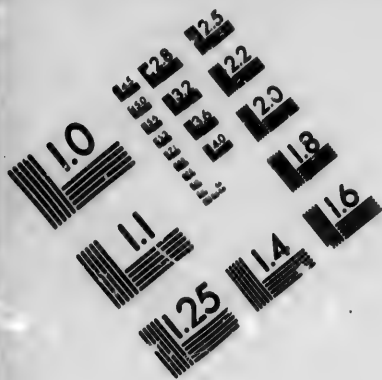
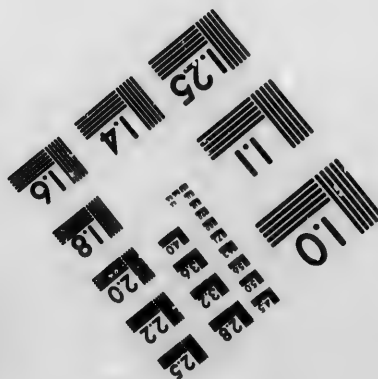
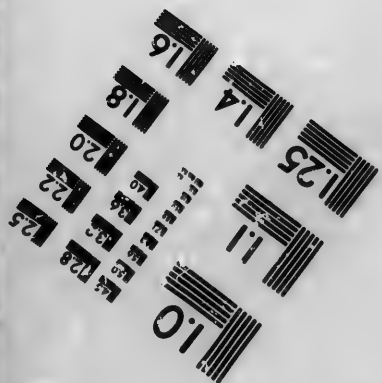
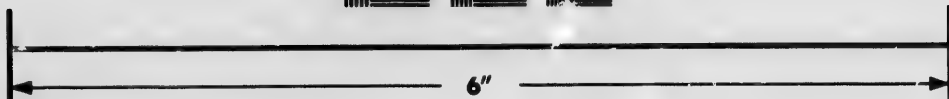
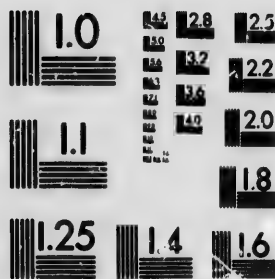


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ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

GEOLOGY OF CANADA.

HONORS.

Examiner : F. G. WAIT, M.A.

1. Write a geological sketch of the coal fields of Canada.
2. Give an account of the geology of Ontario, having reference to the location, character and economic constituents and typical fossils of the different formations represented.
3. State the geological features of that portion of the Dominion lying west of Manitoba.
4. What different theories have been advanced to explain the manner of filling of mineral veins ?

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ANNUAL EXAMINATIONS : 1891.

FIRST EXAMINATION AND PRIMARY.

ANATOMY.

Examiners: { M. H. AIKINS, B.A., M.D., M.R.C.S., ENG.
JOHN FERGUSON, M.A., M.D., L.F.P.S.,
GLAS.

1. Describe the Superior Extremity of the Humerus.
2. Describe the bony surfaces entering into the formation of the Ankle joint.
3. Describe the Soleus muscle.
4. Describe the pronator radii teres muscle.
5. Describe the internal lateral ligament of the Ankle joint.
6. Describe the Pancreas.

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ANNUAL EXAMINATIONS: 1891.

FIRST EXAMINATION.

ANATOMY.

HONORS.

Examiners: { M. H. AIKINS, B.A., M.D., M.R.C.S., ENG.
JOHN FERGUSON, M.A., M.D., L.F.P.S.,
GLAS.

1. Describe the External Surface of the Occipital bone.
2. Describe the bony surfaces entering into the formation of the Elbow joint.
3. Give the relations to each other and to the tibia of the tendons of the Sartorius, Gracilis and Semitendinosus Muscles.
4. How is the head of the Astragalus supported when the body is in the erect position?
5. Describe the popliteus muscle.
6. Describe the left side of the heart.

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ANNUAL EXAMINATIONS : 1891.

FIRST EXAMINATION.

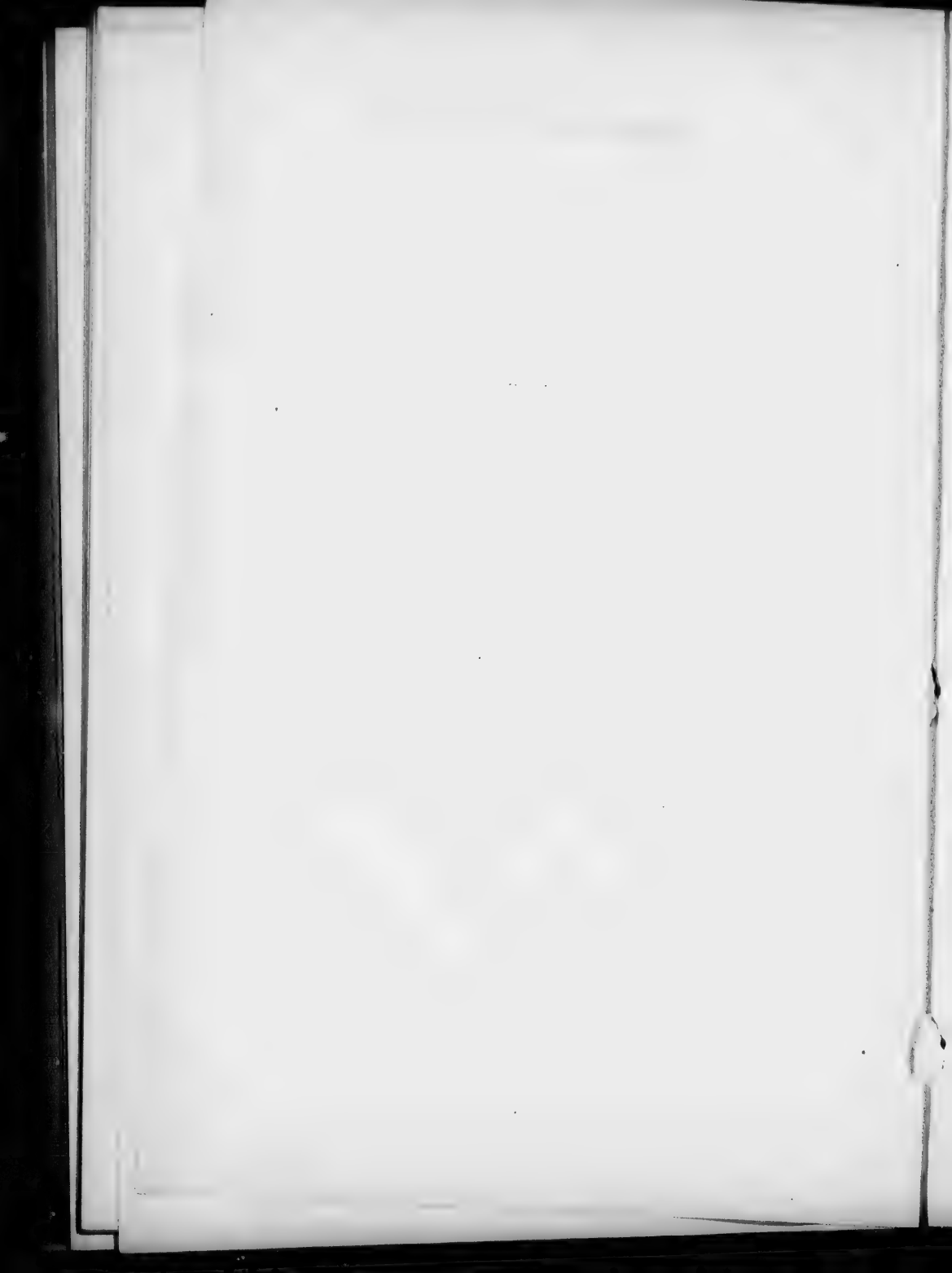
PHYSIOLOGY.

PASS AND HONORS.

Examiner : A. B. MACALLUM, M.B., PH.D.

1. Classify the tissues of the body.
2. Describe the course of the blood in the heart.
3. Name the digestive ferments, and describe their properties.
4. Describe the corpuscles found in the blood, and state what are their functions.
5. What are the mechanisms in the alimentary canal which promote resorption ?
- *6. Describe how the functions of the eye are performed.
- *7. Discuss the question of the origin of the energy in the animal body. Why should starchy food give less energy than an equal weight of fat ?

* For Honors only.



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ANNUAL EXAMINATIONS: 1891.

FIRST YEAR AND PRIMARY.

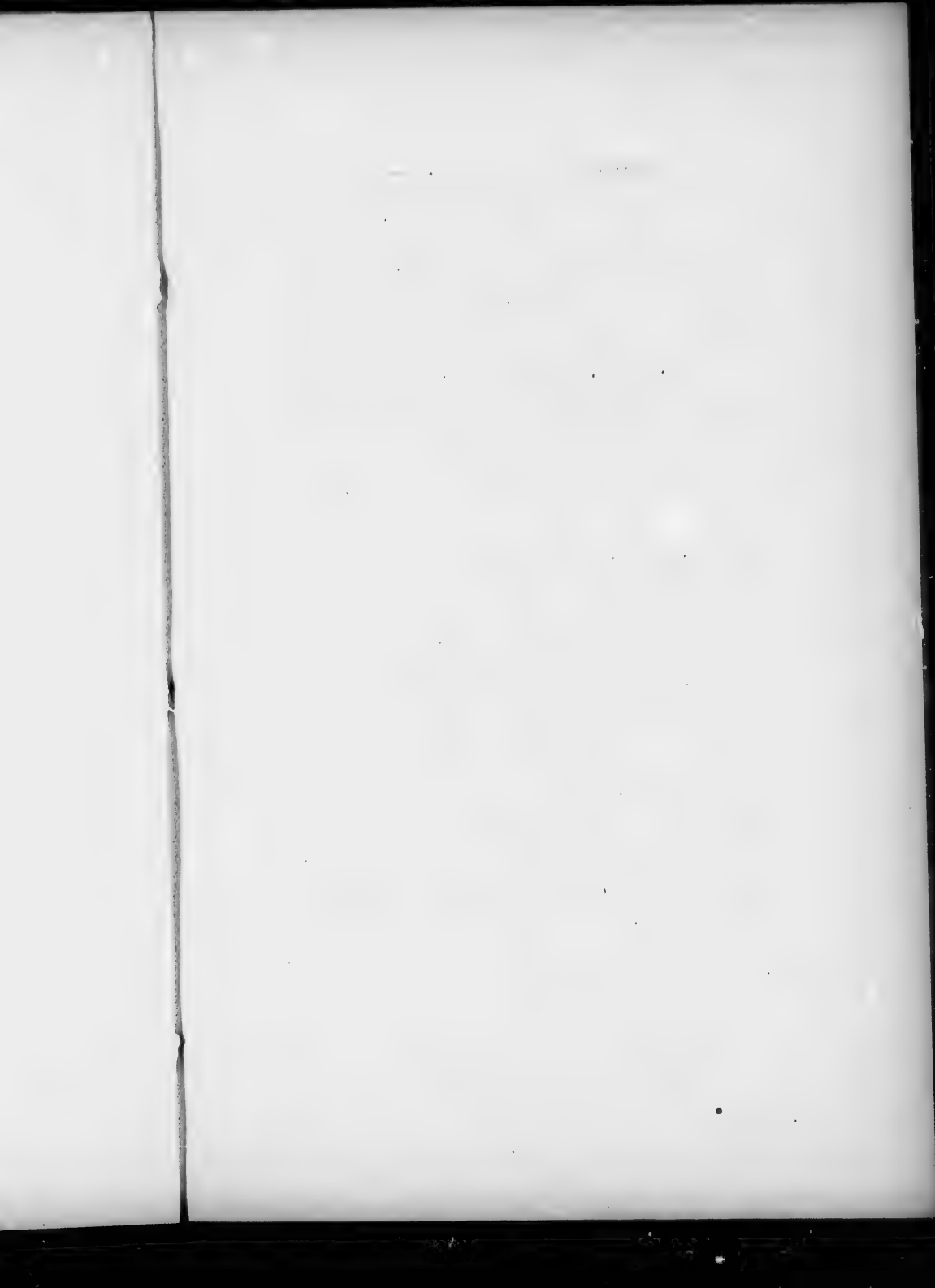
BIOLOGY.

PASS AND HONORS.

Examiner: J. J. MACKENZIE, B.A.

NOTE.—Honor Candidates take all the questions. Pass and Primary Candidates any six.

1. Give an account of the structure and reproduction of the Liver-fluke (*Distomum*).
2. Describe briefly the parasitism of the Tape Worms. Show how they are adapted to their mode of life.
3. Compare the mode of respiration in the Insecta and Crustacea.
4. Give an account of the circulatory system of the Frog. Point out the chief differences between the circulation of the blood in the Frog and in Man.
5. Discuss the differences between animals, colourless plants and green plants in respect to their nutrition.
6. What is meant by cross fertilization in plants? Give some of the special adaptations to bring this about.
7. Give an account of the germination of the seed in Angiosperms.



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ANNUAL EXAMINATIONS : 1891.

FIRST YEAR AND PRIMARY.

MEDICINE.

INORGANIC CHEMISTRY.

PASS AND HONORS.

Examiner: GRAHAM CHAMBERS, B.A., M.B.

NOTE.—Candidates are permitted to use Gas Charts, and Tables of Logarithms.

1. (a) Explain the phenomena which attend Chemical combination.

(b) Describe in detail the difference between a chemical compound and a mechanical mixture.

2. Write a formula of a gas which gives on analysis

Nitrogen = 97.67

Hydrogen = 2.33

100.

3. If 357°C. of the gas in question two at 17°C. and $721^{\text{mm.}}$ Bar weigh .615 grams, what is the probable molecular weight?

4. Explain, with illustrations, the meaning of the following terms: (a) Reducing Agents, (b) Metals, (c) Bases, (d) Acids, (e) Salts, (f) Divalent, (g) Dissociation.

5. Write equations showing the action of Chlorine gas upon the following:

(a) Potassium Iodide;

(b) Powdered Antimony;

(c) Ammonia;

(d) Solution of Hydrogen Sulphide;

(e) Strong and weak solution of Potassium Hydrate,

6. The elements Nitrogen, Phosphorus, Arsenic, and Antimony are said to form similar compounds. Explain this statement.

7. Write the formula of an Alum. How do the physical and chemical properties of this group of compounds assist in the classification of the elements?

8. Describe and explain in what way the presence of a substance not itself taking part in a chemical change may cause a reversal of the action. Thus a solution of Iodine and Sulphur Dioxide gives Sulphuric Acid and Hydriodic Acid, whilst dry Sulphuric and Hydriodic Acids give Sulphur Dioxide and Iodine.

M.B.

Tables of

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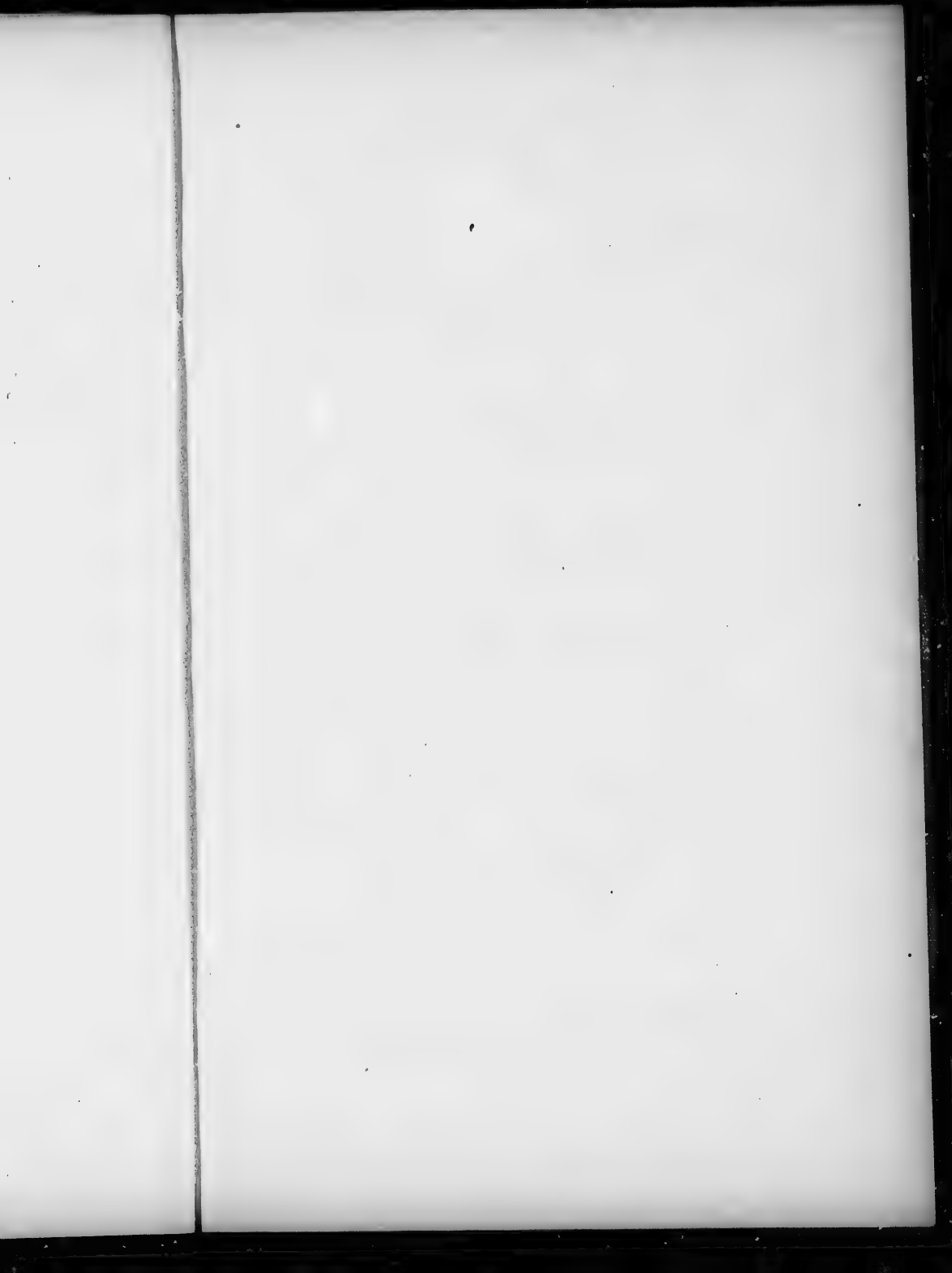
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University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND EXAMINATION AND PRIMARY.

ANATOMY.

Examiners : { JOHN FERGUSON, M.A., M.D., Tor.,
L.R.C.P., Edin.
W. H. ATKINS, B.A., M.D., M.R.C.S., Eng.

1. Describe the Odontoid Process of the Axis.
2. What are the characters of the Lumbar Vertebrae.
3. Describe the External Surface of the Occipital Bone.
4. Describe the Lesser Trochanter of the Femur.
5. Give the Muscles attached to the Os Calcis.
6. Define Synarthrosis, Amphiarthrosis, Diarthrosis.
7. Describe the Anterior Common Ligament of the Vertebral Column.
8. State the attachments and actions of the Crucial Ligaments of the Knee.
9. Describe the Orbicular Ligament of Superior Radio-Ulnar Articulation.
10. Give the nerve supply to, and the actions of, the Muscles of the Orbital Region.
11. State the origin of the Latissimus Dorsi.
12. Describe the Sheath of the Rectus Abdominis Muscle.
13. Describe the Course and Insertion of the Tendon of the Tibialis Posticus.
14. Give the Course of the Superior Thyroid Artery.

15. Draw a diagram showing the relations of the Artery Vein, and Median Nerve in the Arm.

16. Describe the blood supply to the stomach.

17. State the parts supplied by the Obturator Nerve.

18. What Muscles are supplied by the Ulnar Nerve?

19. Draw a diagram of, and describe the Lachrymal Apparatus.

20. Indicate the area of Cardiac dulness.

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ANNUAL EXAMINATIONS: 1891.

SECOND EXAMINATION AND PRIMARY.

PHYSIOLOGY.

Examiner : A. B. MACALLUM, M.B., PH.D.

1. What are the characters of the bile salts? Describe their origin, function and destination in the body.
2. Make a sketch of the lateral view of the cerebrum and indicate thereon the positions of the visual, auditory, and motor "areas."
3. Describe the functions of the vagus nerve.
4. Describe the mechanism of accommodation in the eye. Show by diagram how the cornea and lens affect the rays of light penetrating the eye.
5. Describe what occurs in the heart during a cardiac cycle.
6. Give a full account of the phenomena of muscle contraction.

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ANNUAL EXAMINATIONS: 1891.

SECOND EXAMINATION.

PHYSIOLOGY.

HONORS.

Examiner: A. B. MACALLUM, M.B., PHD.

1. Write a full account of the history of the fat in the animal body.
2. Describe fully the anatomical and physiological relations of the medulla, Pons Varolii, crura and cortex cerebri to one another.
3. Describe the development of the spinal cord, and of the spinal and sympathetic nerves in the embryo.
4. Give a full account of the conditions which determine renal secretion.
5. State what is meant by Electrotonus, and show wherein the condition differs from that produced by polarizing currents.
6. Under what conditions, and how, is the respiration of the tissues carried on?

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ANNUAL EXAMINATIONS: 1891.

SECOND EXAMINATION AND PRIMARY.

HISTOLOGY.

PASS AND HONORS.

Examiner: GEO. ACHESON, M.A., M.B.

* For Honors only.

1. Describe the various forms of cartilage, and tell where they are found.

2. Describe a transverse section of the radial artery.

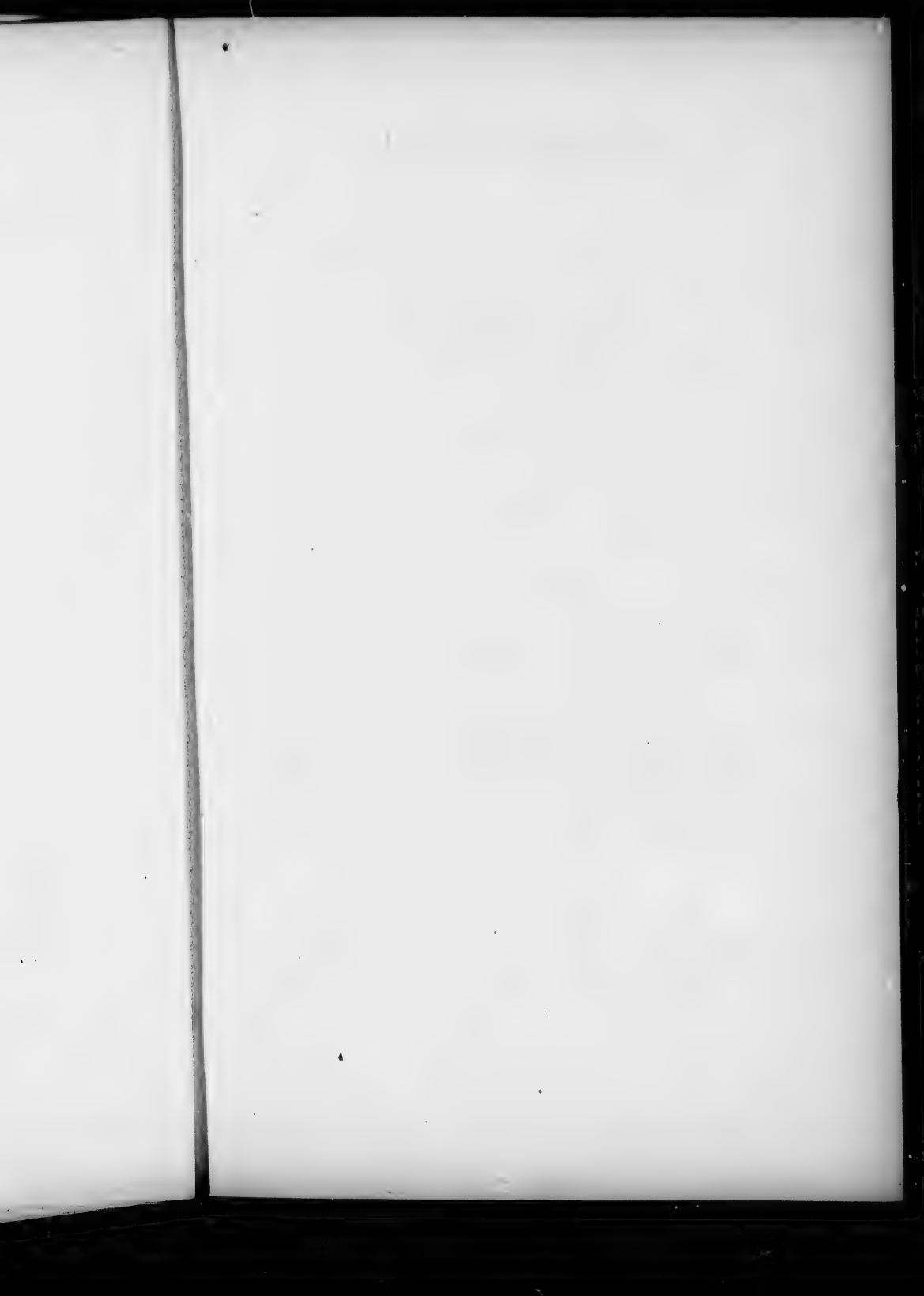
3. What is the difference between the striated muscle fibres of the heart and those of the skeletal muscles?

4. Describe fully the elements of simple adenoid tissue, taking as an example one of the solitary glands of the intestine.

5. Enumerate the different structures to be seen in a transverse section of the spinal cord with its membranes.

*6. Give the minute anatomy of a lobule of a functionally active mammary gland, and compare it with a salivary gland.

*7. Describe how you would prepare a fresh mammalian eye so as to shew the histology of the retina; and what would you see in a vertical section?



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND EXAMINATION AND PRIMARY.

ORGANIC CHEMISTRY.

PASS AND HONORS.

Examiner : GRAHAM CHAMBERS, B.A., M.B.

NOTE.—Candidates are permitted to use Gas Charts, and Tables of Logarithms.

1. A compound of Oxygen, Nitrogen, Carbon, and Nitrogen gives an analysis :

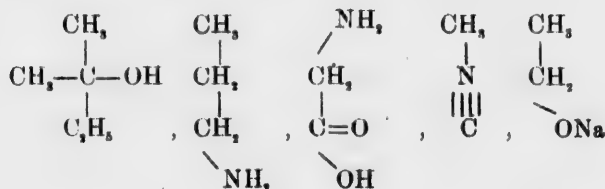
Carbon = 40.51 %
Hydrogen = 7.90 %

In a determination of the Nitrogen by the absolute method .31 grams. of the compound yielded 41.9 c.c. of Nitrogen at 16°C. and 751 mm. Bar.

The vapor density of the compound was found to be 3.15 (air = 1) ; write its formula.

2. (a) Write constitutional formulae for the following organic compounds : Dimethyl-Ethyl Methane, Diethyl Ketone, Ethyl-Methyl Ether, Trichloroacetic Aldehyde, Urea, Phenol, Benzoic Acid.

(b) Write names for the substances denoted by the following formulae :



3. Starting with Ethyl Alcohol how could you prepare the following substances: Ethyl Chloride, Ethyl-Amine, Ethyl Aldehyde, Dimethyl Ketone, Acetic Acid, Diethyl Ether, Ethyl Acetate. Give equations in each case.

2. (a) Write the constitutional formulae of all the isomeric Alcohols of the formula $C_4H_{10}O$.

(b) Illustrate by equations the action of oxidizing agents upon each of these Alcohols.

5. Ketones. How prepared? What is action of (a) Nascent Hydrogen; (b) Penta-Chloride of Phosphorus, and (c) Hydrocyanic Acid upon Ketones.

6. The organic compounds $\begin{array}{c} CH_3OH \\ | \\ COOH \end{array}$ and

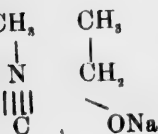
$\begin{array}{c} CH_3 \\ | \\ CHOH \end{array}$ are said to have

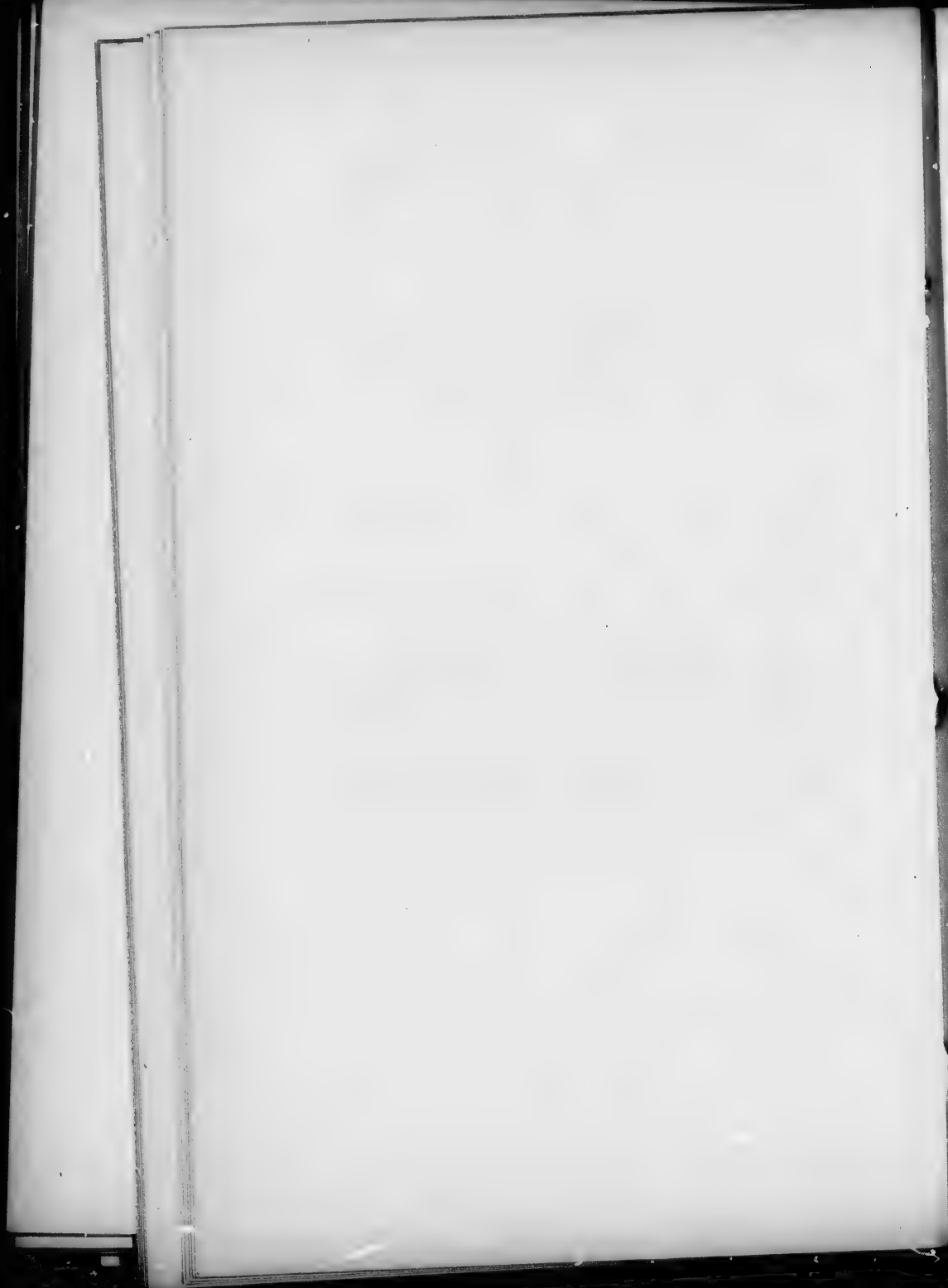
$\begin{array}{c} COOH \end{array}$
both Alcoholic and Acid properties.

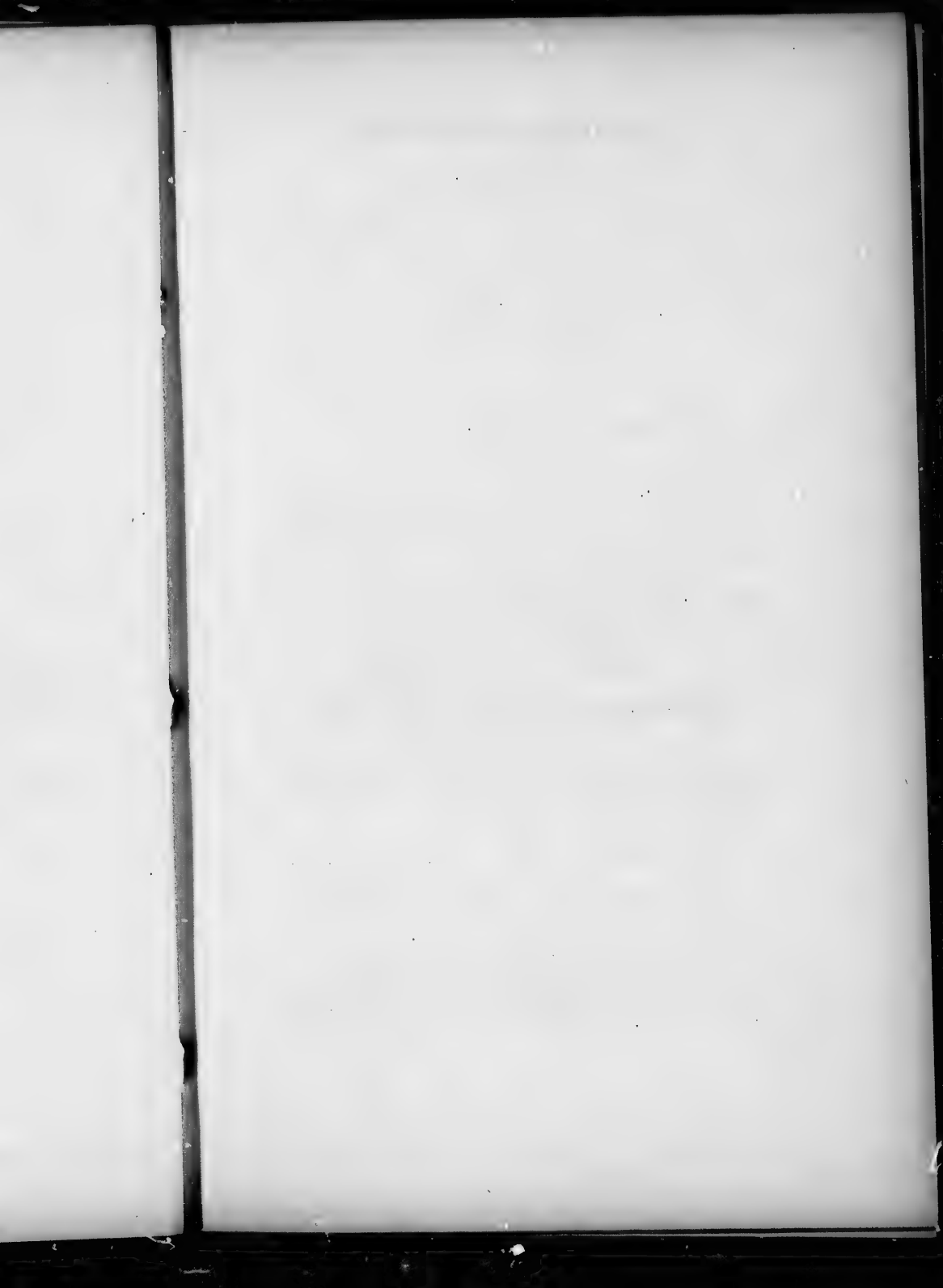
What do you understand by this statement?

7. Point out the resemblances between Ammonia and Amines. How are Amines distinguished from Amides? What is the action of Nitrous Acid upon (a) Amines; (b) Amides?

8. Give reasons for the classification of organic compound into the Fatty, and the Aromatic series. Compare the chemical properties of Ethyl Alcohol and Phenol.







University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND EXAMINATION AND PRIMARY.

MATERIA MEDICA.

PASS AND HONORS.

Examiner: O. R. AVISON, M.D.

1. *Arsenic.*

Name its various solid medicinal forms, and give dose of each. Name the various liquid preparations, stating strength and dose of each.

I wish to add one of the liquid preparations of Arsenic to the following mixture:

R	Tr. Ferri Perchlor.....	3iv.
	Tr. Nucis Vom	3ii.
	Aq. ad.	3iv.
		Misce.

Which preparation would you add, and why?

2. *Zinc.*

Name its various salts, describe the physical characters of each, and state solubility. Give general medicinal properties of each, and dose.

3. *Collodion*—How prepared.

What varieties of it are used, and what is the use of each?

What other Pharmaceutical preparation has a similar use?

4. Name ingredients of the following, give proportion of the principal ingredient, and state dose:

Dover's powder, Gregory's powder, Seidlitz powders, Pulv. Jalapae Co., Extract Colocynth Co,

5. State strength and dose of the following:

Syr. Ferri Iodidi, Syr. Chloral Hydrat., and Tinctures of Belladonna, Cannabis Ind., Catechu, Colchicum Seed, Digitalis, Hyoscyamus, Iodine, Lobelia, Nux Vomica, Opium, Podophyllin, Strophanthus, and Valerian Ammoniat

6. State composition and strength of the following ointments. Explain reason for use of the base employed:

Ung. Acid Salicylic, Chrysarobin, Gallae cum Opio, Hydrarg. Ammoniat., Hydrarg. Ox. Rub., Sulphuris, Zinci Oxid.

7. *Cinchona Alkaloids.*

Name the Salts of those now used.

State solubility of each, and dose of each.

Which kind of Cinchona bark is used in making the Pharmaceutical preparations?

Name those preparations, and state strength and dose of each.

8. *Digestive Ferments.*

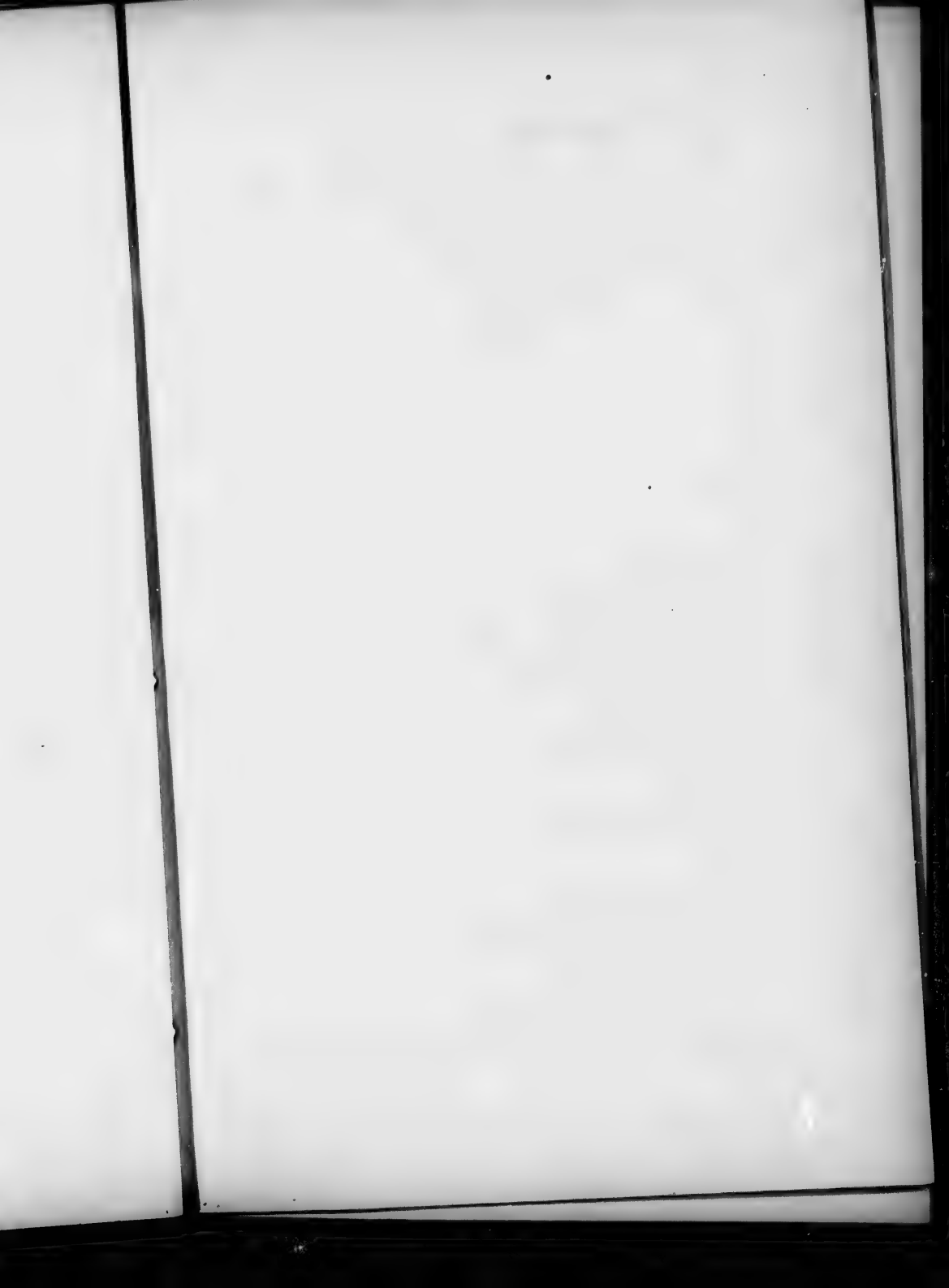
Name the chief ones now used.

State the source of each.

Explain the part performed by each in assisting digestion.

What kind of medium does each act best in—acid, alkaline, or neutral?

Give dose of each, and describe a method of administering which shall make it effective.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

SECOND EXAMINATION.

ANATOMY.

HONORS.

Examiners : { JOHN FERGUSON, M.A., M.D., TOR.,
L.R.C.P., EDIN.
M. H. AIKINS, B.A., M.D., M.R.C.S., ENG.

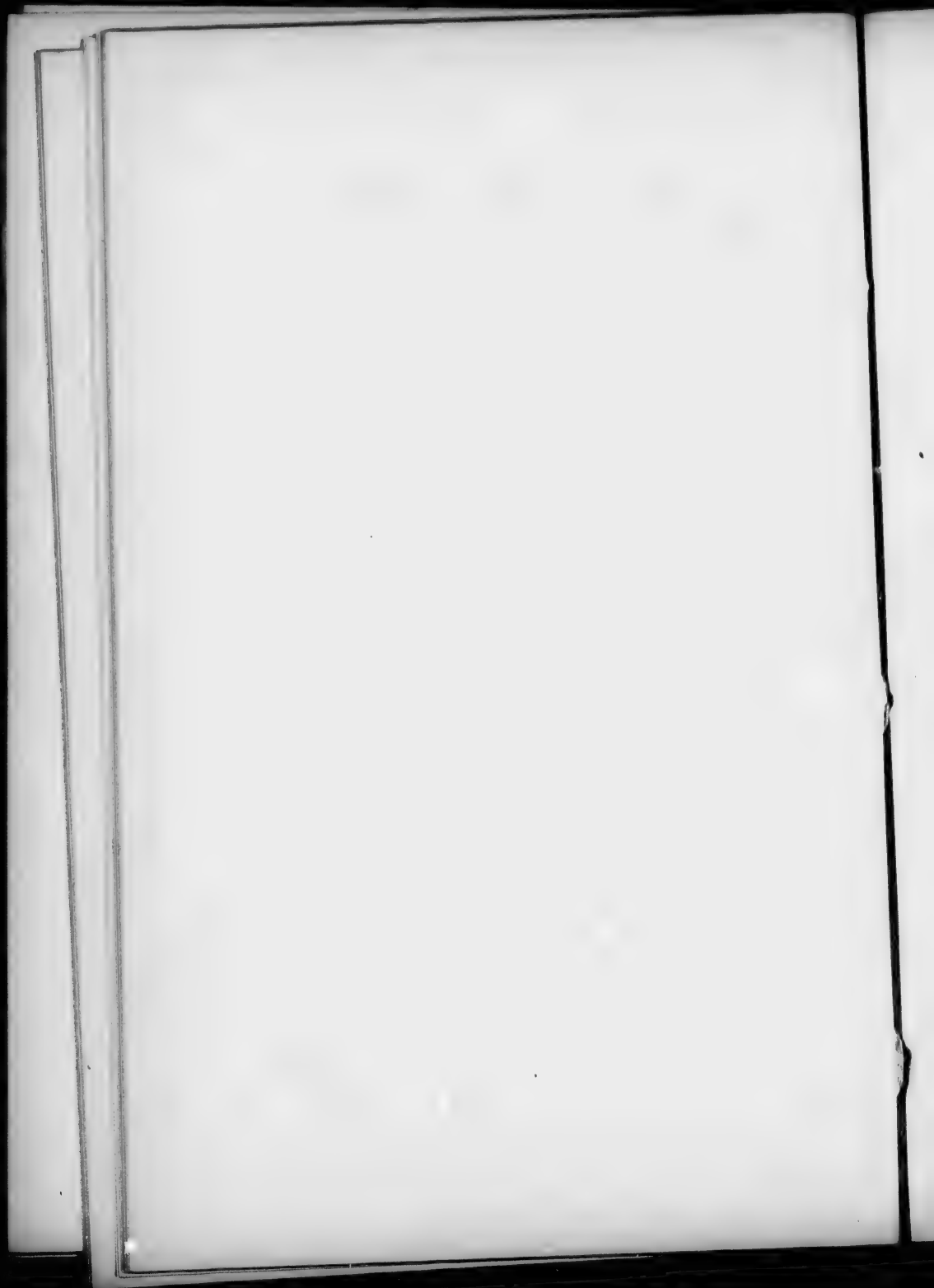
1. Describe accurately the Great Omentum.
2. Explain the blood circulation through the liver.
3. Describe the deep perineal fascia.
4. Explain the formation of the external and internal abdominal rings.
5. What are the parts of the Spermatic cord, and the course taken by each ?
6. Describe the duct of the Submaxillary gland.
7. What important parts surround the Middle ear ?
8. Trace the right optic nerve from the eye to its origins.
9. Draw a diagram of the Sphenoidal fissure, marking the structures passing through it.
10. Name and describe the peduncles of the Cerebellum.
11. Draw an illustration of the plantar arteries, naming on it the various branches.
12. Describe the formation, position and relations of the foramen of Winslow.

13. State the nerve supply to the following muscles:
Gracilis, Obturator Externus, Semitendinosus, Tibialis
Anticus, Plantaris, Transversus Pedis, Trapezius, Dia-
phragm, Serratus Magnus.

14. Describe the actions of the muscle of Mastication.

15. Describe the upper extremity of the Radius?

16. The Thumb is cut off at the middle of the first
phalanx. What structures are divided?



University of Toronto.

ANNUAL EXAMINATIONS: 1901.

THIRD EXAMINATION.

SURGERY.

Examiners: { FREDERICK W. STRANGE, M.R.C.S.
B. E. MCKENZIE, B.A., M.D.

1. Define:

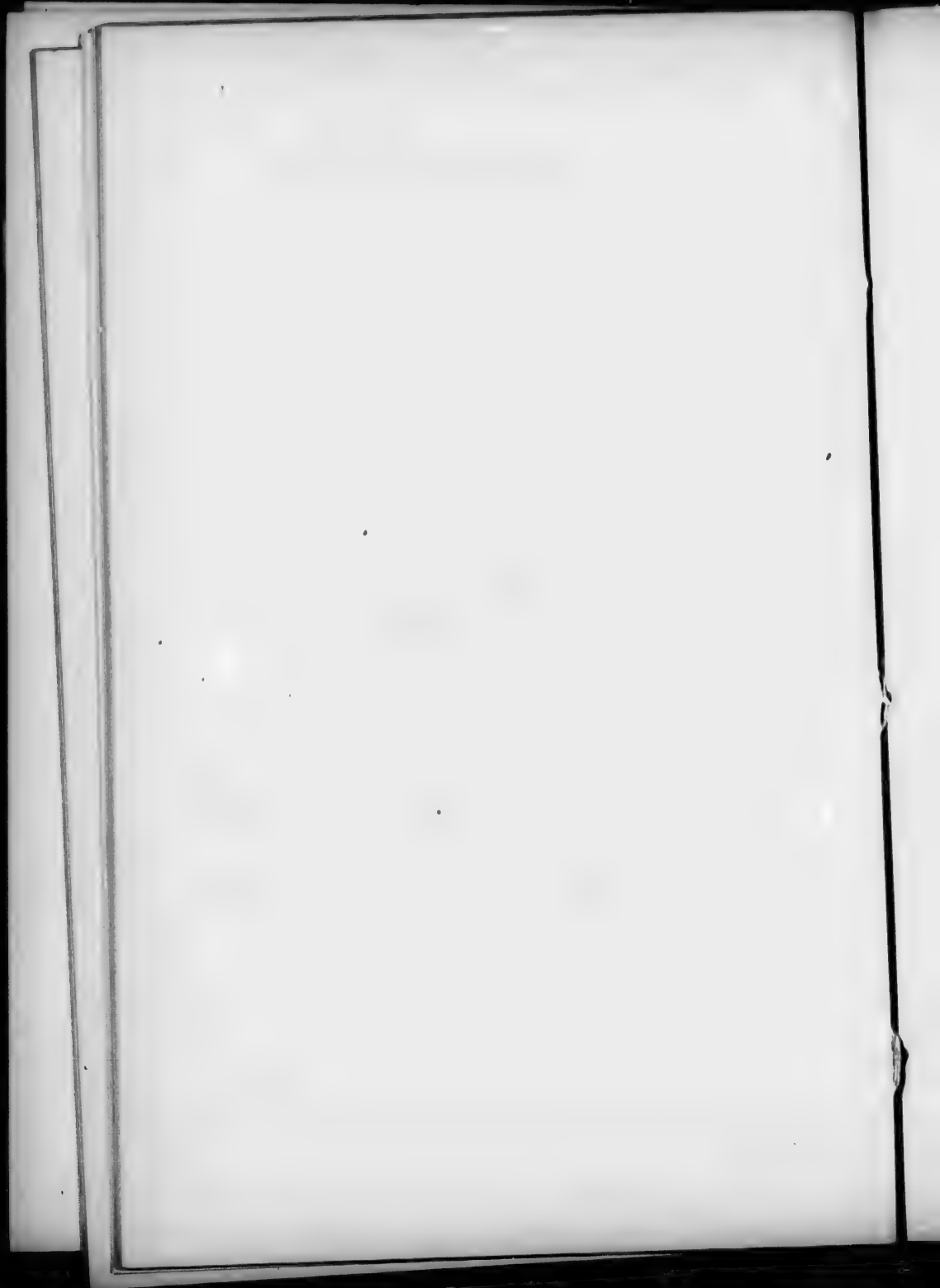
- (a) Fracture.
- (b) Simple fracture.
- (c) Comminuted fracture.
- (d) Compound fracture.
- (e) Complicated fracture.
- (f) Impacted fracture.
- (g) Partial fracture.

(h) Describe the treatment of a simple fracture of the clavicle in the middle third.

2. Describe the process of repair in an incised wound.

3. Describe the signs of dislocation of the hip upon the dorsum ilii. Give method of reduction by manipulation.

4. Hæmorrhage from a wound involving the radial artery. How would you control it? Give reasons for your treatment.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD EXAMINATION.

SURGICAL ANATOMY.

PASS AND HONORS.

Examiner: GREGORY FÉRÉ, M.B., L.R.C.P., LOND.,
M.R.C.S., ENG.

1. A laborer is accidentally struck on the head by a pickaxe, the point entering the brain in the region of the right parietal eminence. Beginning at the surface, name in order the structures pierced before reaching the brain.

2. Describe the steps necessary for tying the Subclavian Artery in the third part of its course. Why is this portion of the artery most frequently chosen? How is the collateral circulation carried on?

3. The forearm is amputated in its lower third by the circular method. Name the structures cut.

4. Locate and describe the inguinal lymphatic glands, and state whence they receive their afferent vessels.

5. Give the surface-markings for the following structures: Lateral Sinus, Common Carotid Artery, Internal Abdominal Ring, Fissures of the Right Lung, Femoral Artery, Fissure of Rolando.

6. The Popliteal Space, its boundaries, contents, position of contained parts, including the neighboring bursae.

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ANNUAL EXAMINATIONS: 1891.

THIRD EXAMINATION.

MEDICINE.

PASS AND HONORS.

Examiner: J. E. GRAHAM, M.D.

1. Give the clinical history, pathology and treatment of Acute Lobar Pneumonia.

2. Give the symptoms and treatment of Acute Dysentery.

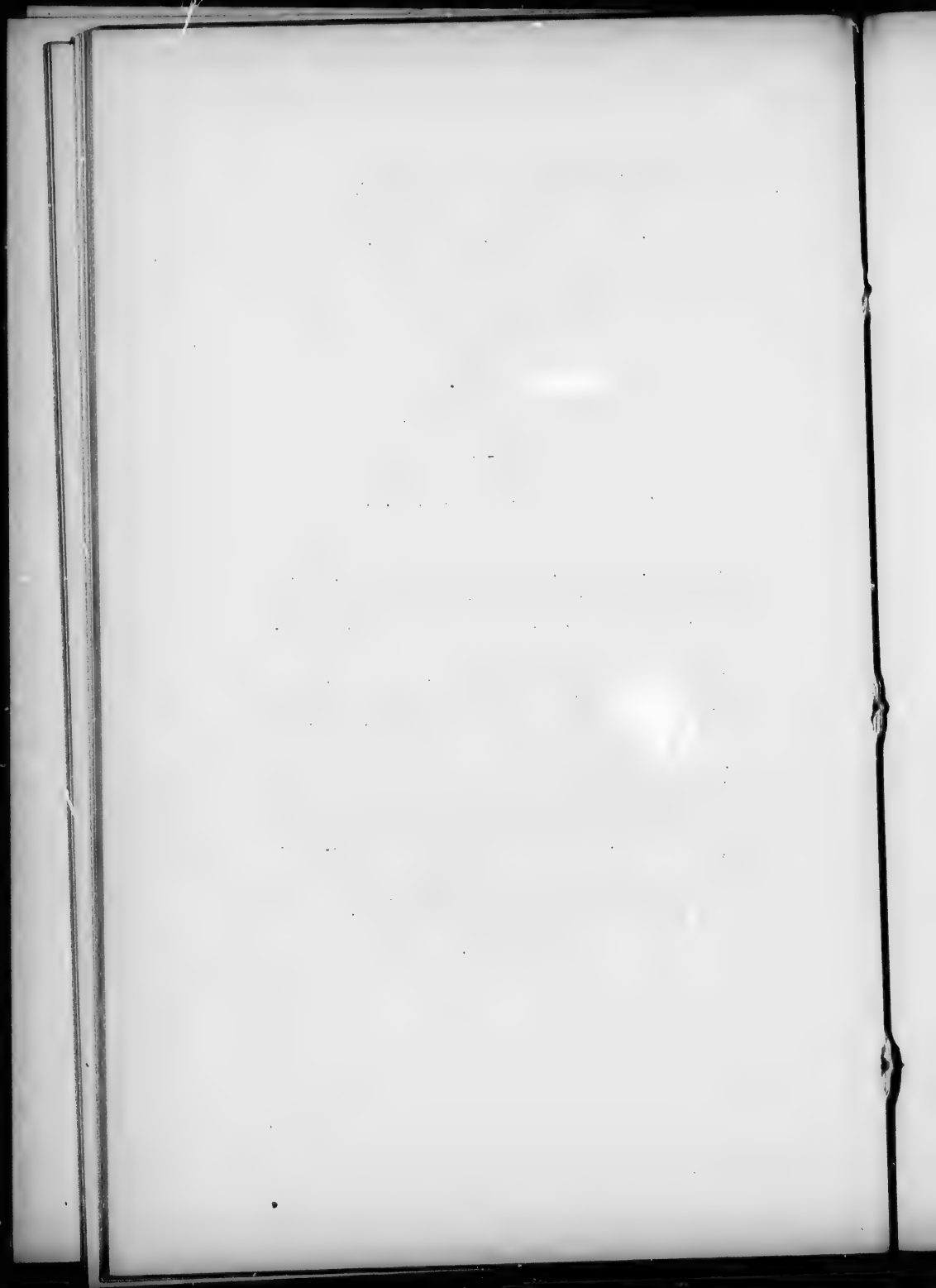
3. Describe the conditions which result from (1) Mitral Regurgitation; (2) Mitral Obstruction. State briefly the important points in the differential diagnosis between these two lesions.

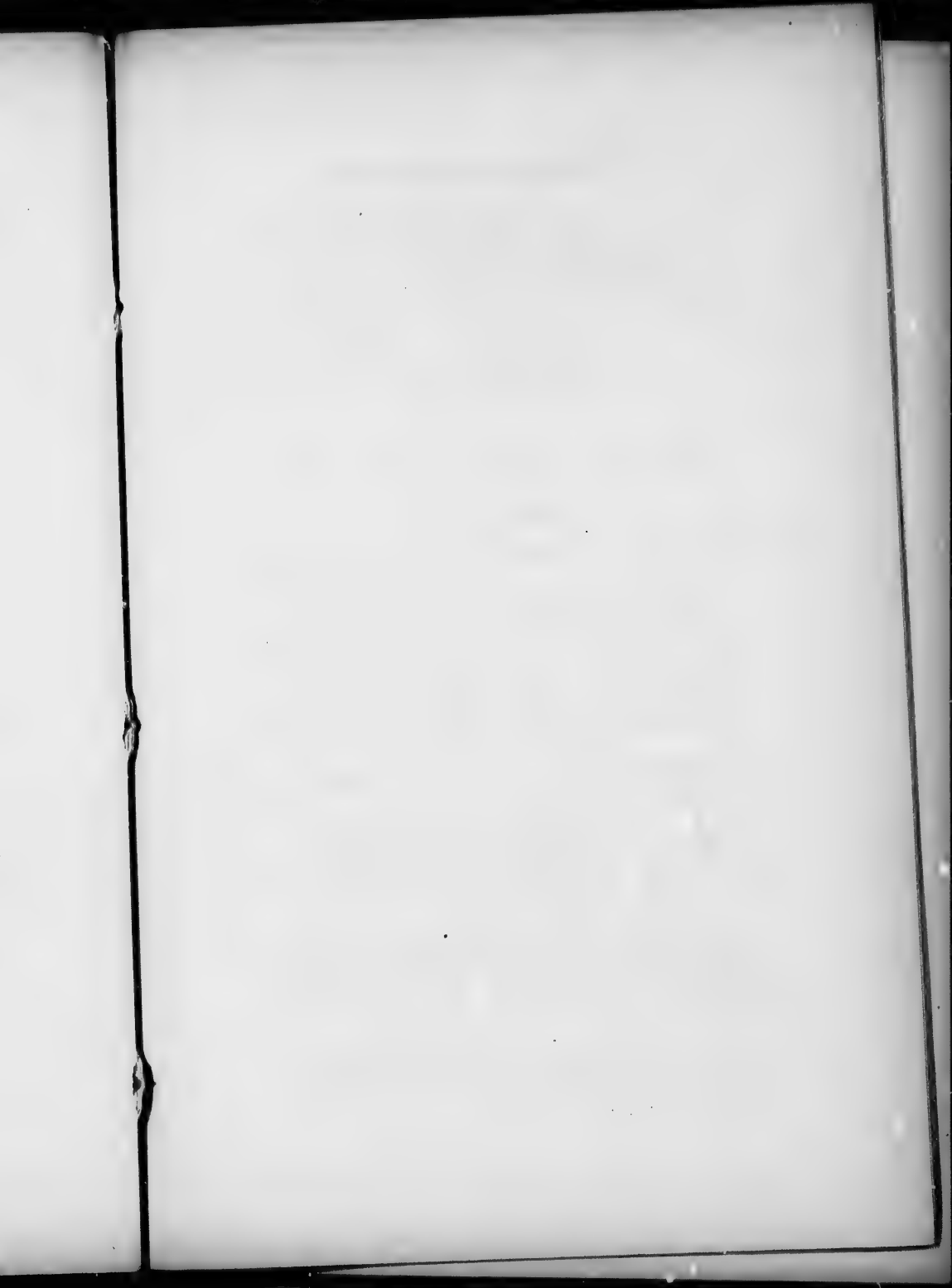
4. Give the symptoms, diagnosis, Prognosis and treatment of Acute Nephritis.

*5. Name the principal causes of Cerebral Abscesses, and give the symptoms and management of that condition.

*6 Give the symptoms and treatment of Acute Ezema, and of Chronic Ezema Erythematosum.

* For Honors only.





University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD EXAMINATION AND FINAL.

THERAPEUTICS.

Examiner: JAMES MACCALLUM, B.A., M.D.

NOTE.—Third Year Students will take questions 1, 2, 3, 4, 6, 7.
Final “ “ “ 1, 3, 5, 6, 7, 8.

1. Describe the action on the Heart and Vessels, of Digitalis, Caffeine, Atropine, Alcohol, Nitro-Glycerine, Veratrum Viride.

2. Describe the mode of action as Antipyretic, of Quinine, Antipyrin, Salicylic Acid, Cold. State the indications for, and contra indications to, the use of each.

3. Enumerate and contrast the various hypnotics and anodynes.

4. Mention the officinal Anthelmintics, their doses, and the cases in which each is especially applicable.

5. What are the indications for administering stimulants in certain stages of disease.

6. “The means for the removal of dropsical fluid are suitable in *all* cases, be the cause what it may, unless the dropsy be of renal origin.” Discuss this statement, illustrating it by the various drugs used in cases of dropsy.

7. “In old persons who suffer from dyspnoea, the result of Bronchorrhoea, and in whom shortness of breath follows exertion, strychnine is the best remedy we have.” Why?

8. "The use of drugs for the relief of constipation is capable of division into two parts. First, the use of remedies to unload the bowel which has become filled; second, the use of drugs which will so influence the intestines as to cause evacuation and normal activity, *i.e.*, drugs which will cure the tendency instead of giving relief." Name the drugs of the two classes, their doses, mode of administration, and the conditions under which each is to be preferred.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

GENERAL PATHOLOGY.

Examiner: J. CAVEN, M.D., L.R.C.P., LOND.

* For Honors only.

1. What is Necrosis? State in general terms the *causes* of Necrosis in the animal body. What are the *results* of Necrosis as regards the necrosed tissue?

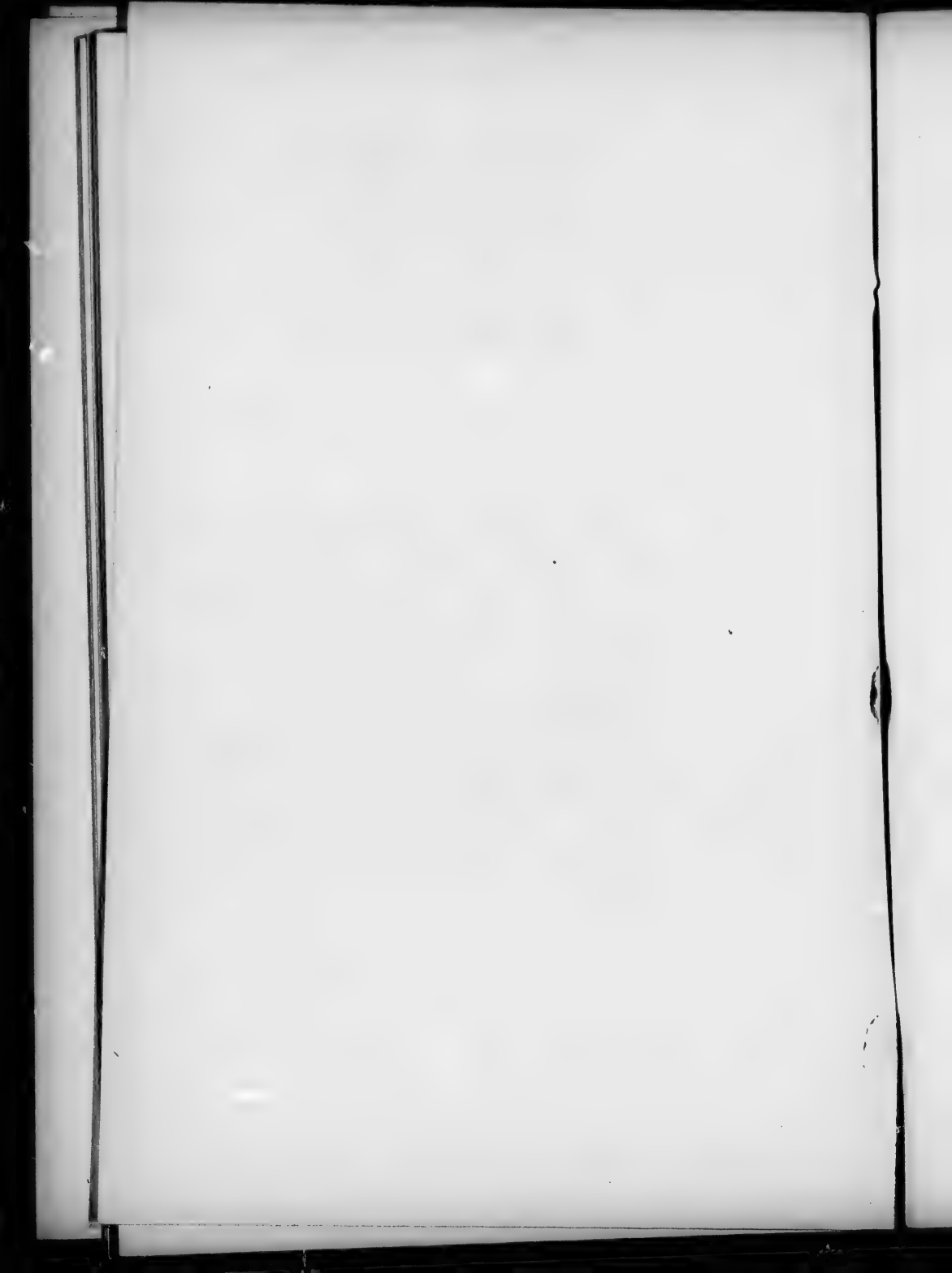
2. In what tissues is Metaplasia (transformation from one kind of tissue to another without passing through an embryonic stage) found to occur? Give examples, both physiological and pathological.

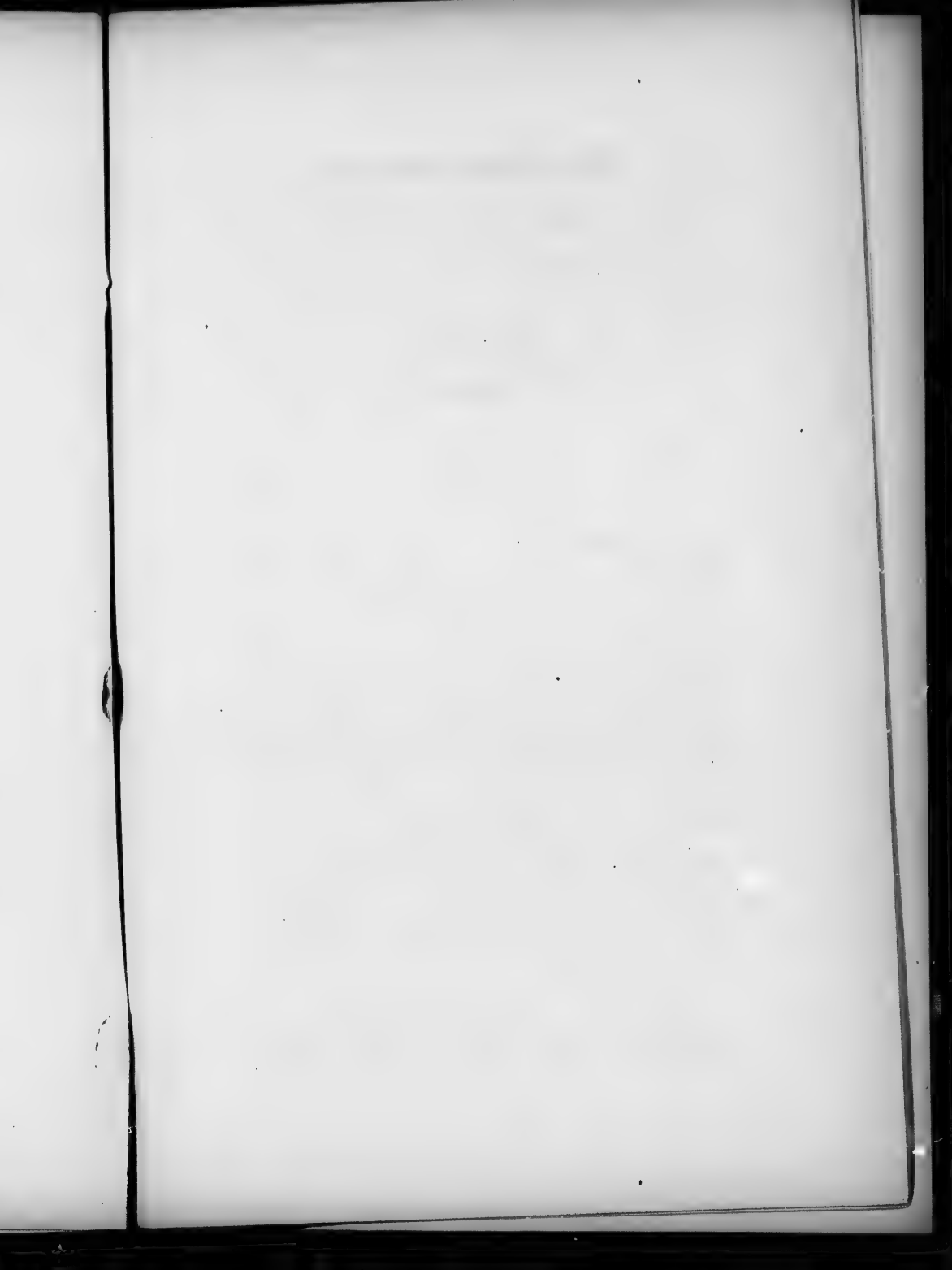
3. Enumerate the diseases classed as Infective Granulomata. Why are they properly so-named? Give cause in each, if known.

4. What is your basis of division in classification of new growths? Enumerate the Carcinomata, indicating the main histological differences.

*5. Why are the Bacteria called Schizomycetes? Give Cohn's classification of the Bacteria.

*6. Give the life history of the *Trichina Spiralis*.





University of Toronto.

ANNUAL EXAMINATIONS : 1891.

THIRD EXAMINATION AND FINAL.

OBSTETRICS.

PASS AND HONORS.

Examiner : H. S. GRIFFIN, B.A., M.B., M.D., C.M.

1. Describe the location and structure of the uterine ligaments.

2. Describe fully the use of antiseptics in obstetric practice.

3. Mrs. A. B., aged 27, multipara, three months pregnant. After a heavy washing on Monday she was taken in the night with bearing-down pains and flowing. Early Tuesday morning she was found to be still flowing and in pain. The discharges had been thrown away, and no information could be gained of what had passed. Give the management of the case.

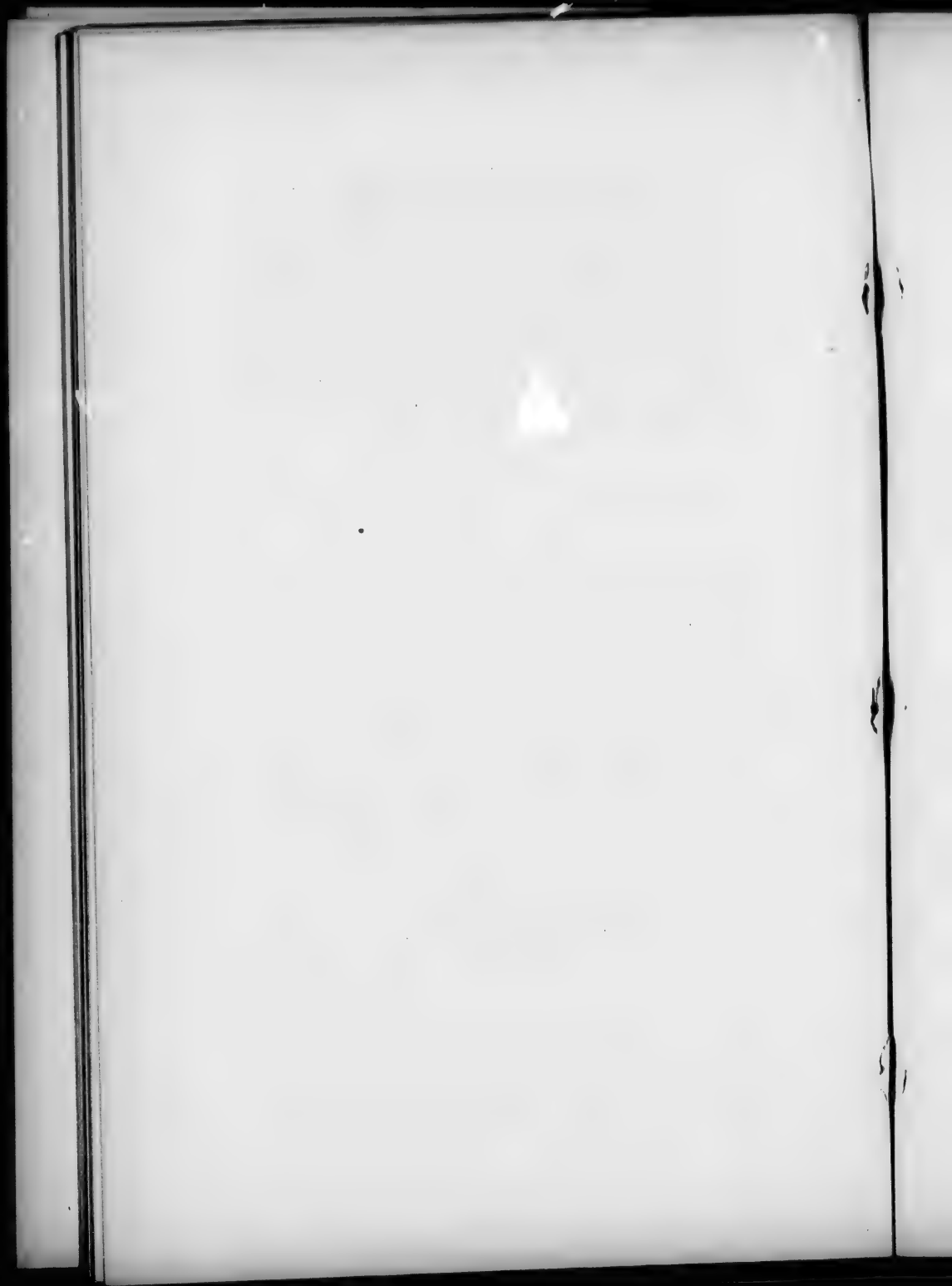
4. In what cases of puerperal hæmorrhage may the tampon be used ? Describe the method.

5. Mrs. C. D., confined March 12th, labor normal, lochia profuse. On the 15th the lochia suddenly ceased, temperature 100°F. She complained of chilliness, but no rigor or pain. Slight tenderness over the hypogastrium, and uterus somewhat enlarged. Give diagnosis and treatment.

6. Give the causation and treatment of (a) after-pains ; (b) mastitis ; (c) ophthalmia neonatorum.

7. What conditions justify the use of the forceps ? Describe Tarnier's axis-traction forceps, and state their advantages.

8. Mrs. E. F., aged 30, first had symptoms of pregnancy early in December, though menstruation occurred as usual. The symptoms persisted until February 15th, when she suddenly felt severe pain in hypogastric region, followed by faintness; pulse 128 and feeble; face pallid. After two hours she rallied. The following day had bearing-down pains, bloody discharge from the vagina, and expulsion of decidua after eight hours. One week later she had another attack of pain in the same region with threatened collapse from which she recovered with difficulty. Discuss diagnosis and treatment.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH EXAMINATION AND FINAL

SURGERY.

Examiners: { FREDERICK W. STRANGE, M.R.C.S.
B. E. MCKENZIE, B.A., M.D.

1. Describe Teale's Amputation of the Thigh. Name the structures divided, and describe the after treatment.

1. Name the conditions necessary for a successful re-section of a joint. State, in detail, the process of re-section of the Elbow-joint, including the after treatment.

3. Describe the process of repair in the Shaft of a long bone after a well adjusted fracture. How would you treat a compound fracture of the Thigh?

4. Define Phlegmonous Erysipelas. Give the signs and symptoms, local and constitutional, of Phlegmonous Erysipelas of the Hand and Arm. State the treatment.

5. What is Glaucoma? Describe its surgical treatment.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FINAL EXAMINATION.

SURGICAL ANATOMY.

Examiner : GREGORY FÉRÉ, M.B., L.R.C.P., LOND.,
M.R.C.S., ENG.

1. The Brachial Artery is obliterated at the junction of the middle with the lower third of the arm. How is the circulation carried on ?

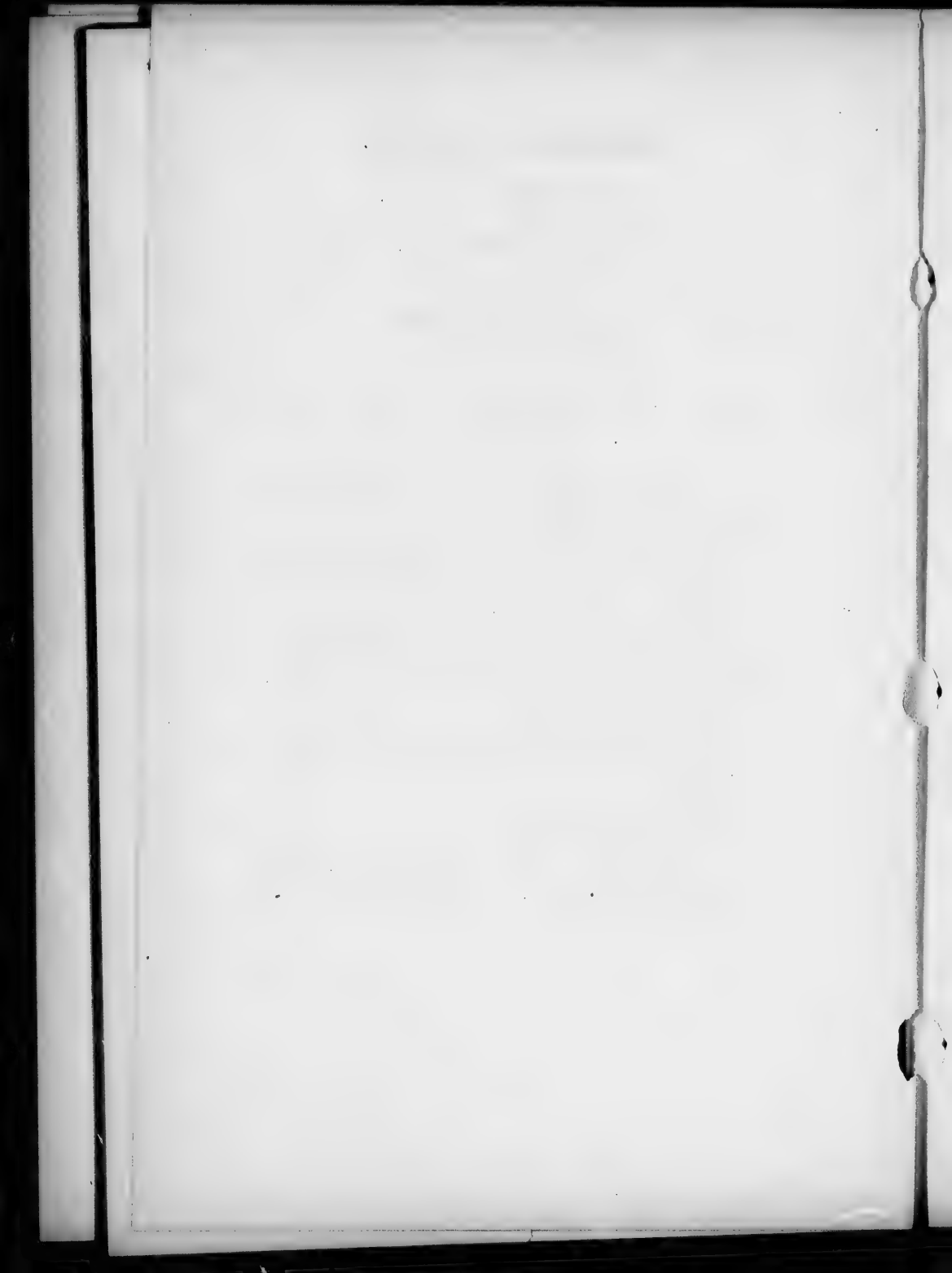
2. The lower end of the femur is fractured just above the condyles. Describe the displacement of the fragments, and explain the cause.

3. Give the surface-makings for the following structures: Anterior Borders of the Lungs, Brachial Artery, Bifurcation of the Trachea, Spleen, Fissure of Sylvius, Anterior Tibial Artery.

4. A maniac attempting suicide cuts his throat in the thyro-hyoid space. Name the structures that may be divided.

5. Describe the dissection necessary to expose the Right Kidney from the loin.

6. Femoral Hernia. Why more frequent in women ? Course taken by the intestine. Covering of the hernia. Method of applying taxis. Boundaries of Crural Canal and Crural Ring.



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ANNUAL EXAMINATIONS: 1891.

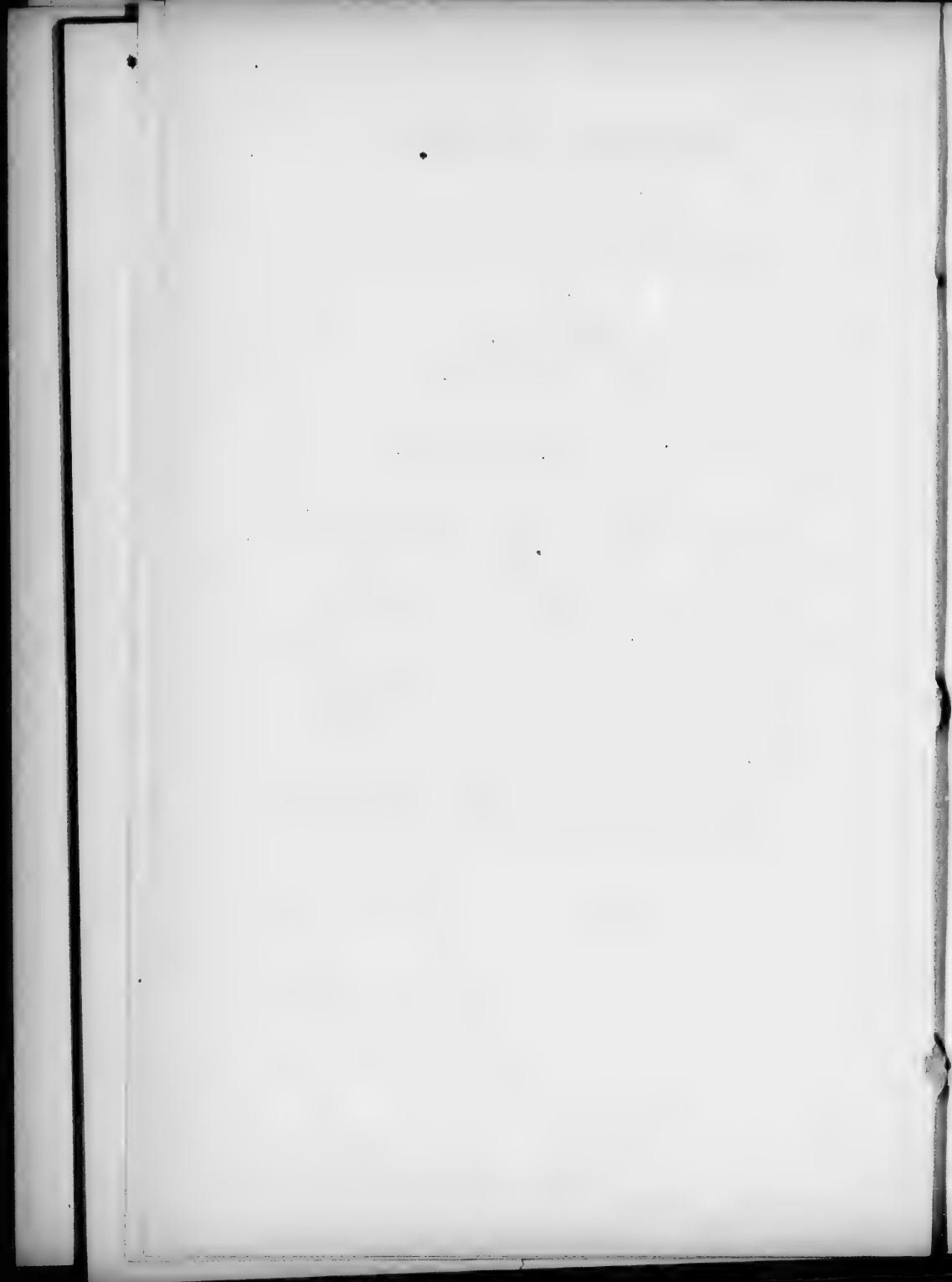
FOURTH EXAMINATION AND FINAL.

MEDICINE.

PASS AND HONORS.

Examiner: H. H. WRIGHT, M.D.

1. Give the characters, mechanism, modifications and significance of the various forms of tubal breathing.
2. Give the symptoms and diagnosis of Pyuria.
3. What are the morbid anatomy, phenomena and diagnosis of tubercular meningitis?
4. Give the causes, phenomena and diagnosis of the Typhoid condition or state, apart from Typhoid fever.
5. Write a paper on Epidemic dysentery—including definition, causes, anatomy, secondary effects and diagnosis.
6. What are the asserted advantages of the cold bath treatment of Typhoid fever, with full directions for its use, and the accepted contra-indications and dangers.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH EXAMINATION AND FINAL.

GYNÆCOLOGY.

HONORS.

Examiner: ALLEN BAINES, M.D., C.M., L.R.C.P., LON.

1. Mention causes and symptoms of Vesico Vaginal Fistula. Describe operative procedure necessary for cure.

2. Mention causes and symptoms of Pho-Salpinx. Describe operative and palliative treatment.

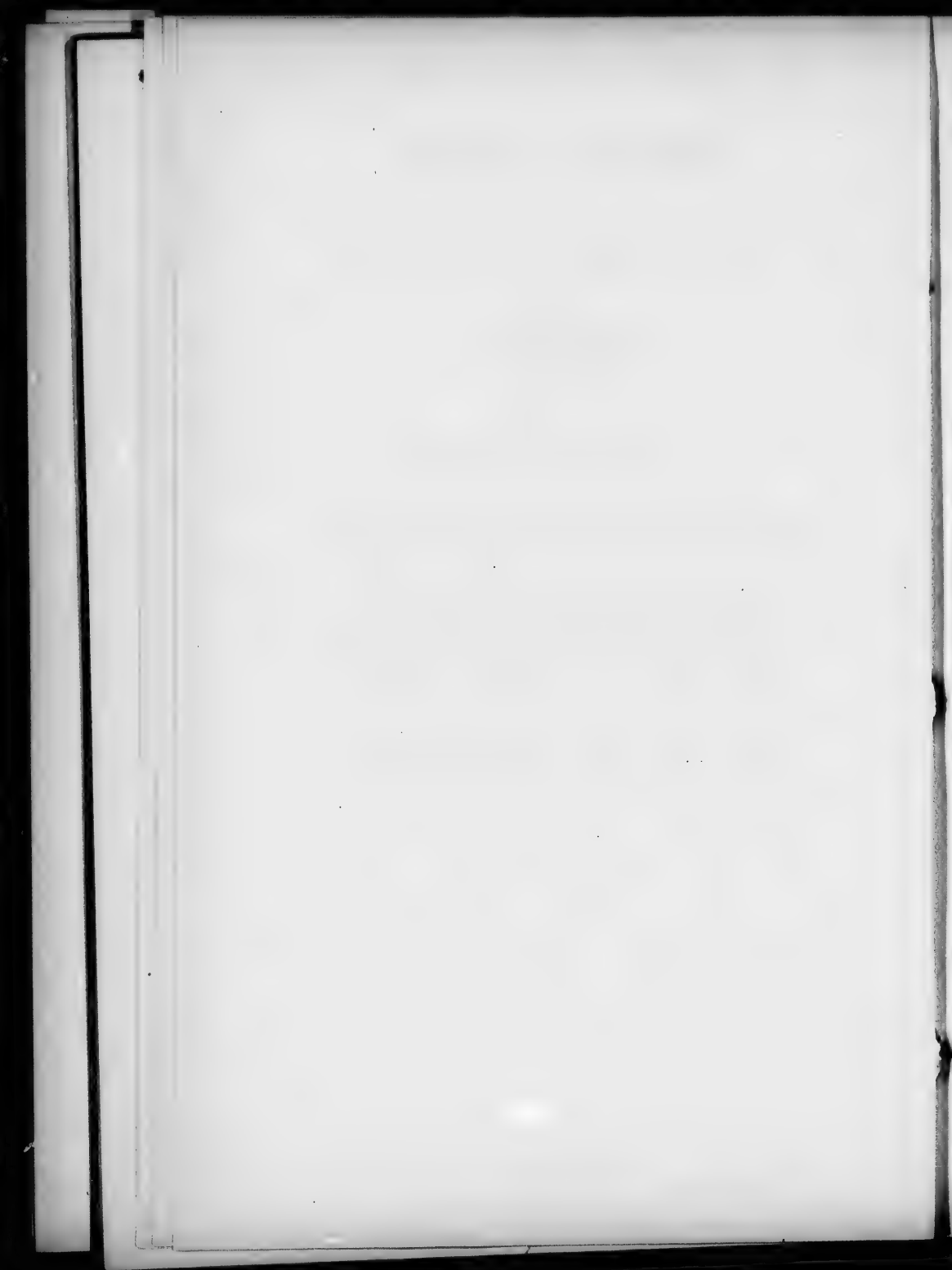
3. Mention diseases with which Ovarian tumor may be confounded.

Give differential diagnosis between Ovarian Tumor and Pregnancy.

4. Give the varieties and symptoms of Fibromyomata of the Uterus, with appropriate treatment.

5. Give causes, symptoms and treatment of Pelvic Abscess.

No. 5 is for Honor men only.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FOURTH EXAMINATION AND FINAL.

MEDICAL JURISPRUDENCE.

PASS AND HONORS.

Examiner : W. WINSLOW. OGDEN, M.B.

NOTE.—Candidates for Pass take the questions *only* not marked with an asterisk. Honor men take all questions.

1. Indicate the media by which poisons reach their destination after administration by the stomach.

2. Name the chemical antidotes for each of the following substances : (a) Verdigris ; (b) Corrosive Sublimate ; (c) Tartar Emetic ; (d) Sugar of Lead ; (e) Liver of Sulphur.

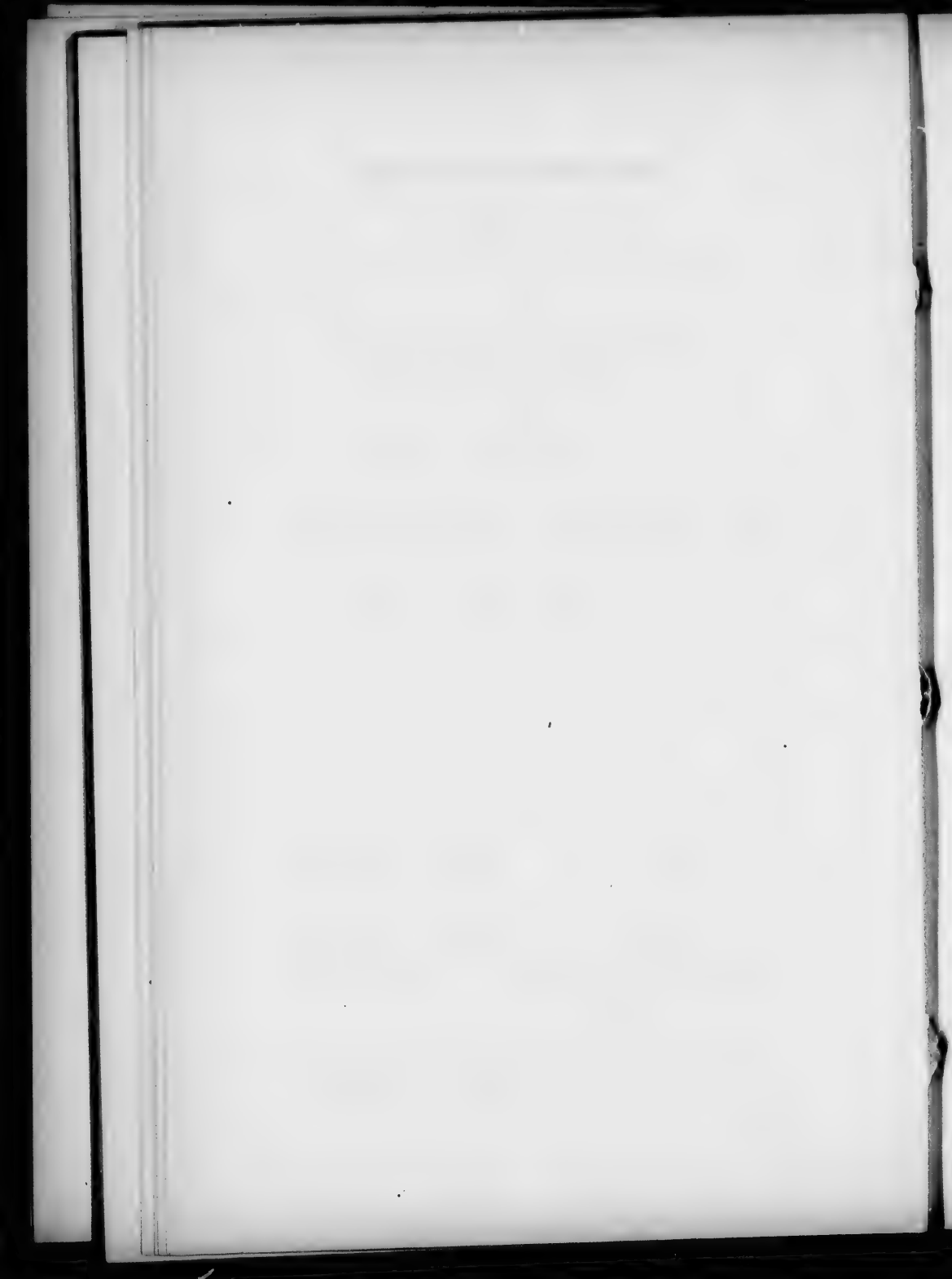
3. How many forms of Naevis Materni are observable, and describe each ?

4. Enumerate the signs of Virginity in a female of sanguine temperament over 14 years of age, and under 20 years.

*5. The lungs of a foetus float in water, assume that they float from a *particular* cause, and shew that they float from *no other* cause ?

*6. A number of adults, male and female, fell into deep water *together*, from a common accident, and perished ; shew from examination of the bodies whether the males or females perished first, and give your reasons for so deciding ?

*7. Several individuals, male and female, have been exposed to *noxious* exhalations in a confined space and have died therefrom. What circumstances would lead to a decision in a question of *presumption* of survivorship ?



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH EXAMINATION AND FINAL

MEDICAL PSYCHOLOGY. PASS AND HONORS.

Examiner: DANIEL CLARK, M.D.

* Honors.

1. Define in a few sentences what meanings are usually given to the terms: Illusion, Hallucination, Delusion, and Insane Impulse.

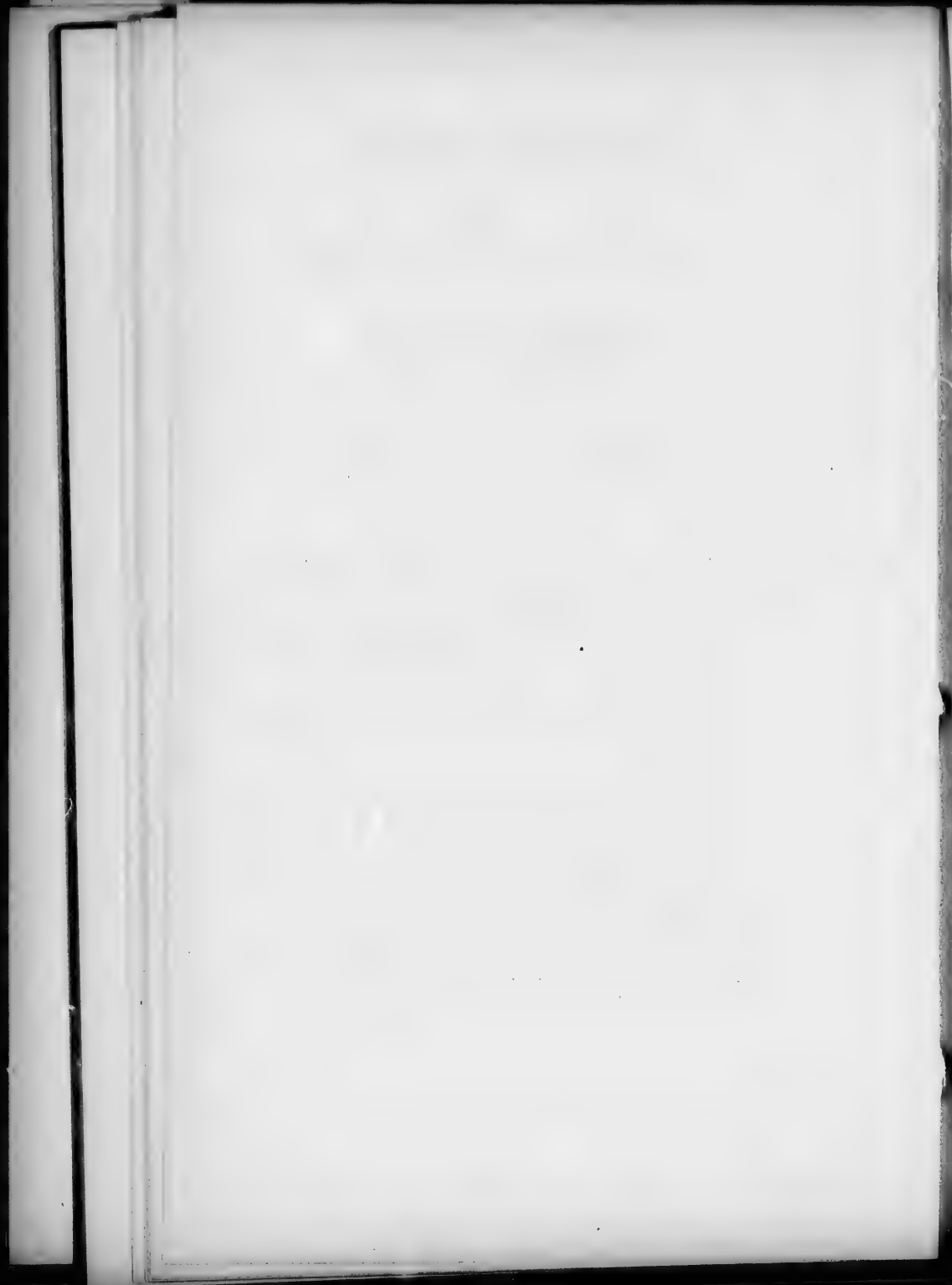
2. What is meant by the expression "The Insanity of Morality," and how can a person afflicted with it be distinguished from one guilty of mere wickedness?

3. Give the diagnostic symptoms which indicate the difference between Semi-Dementia and Chronic Melancholia.

4. Describe a case of Epileptic Insanity, and give crucial tests by which to detect a pretender.

*5. Give the motor and psychic symptoms which are found in a case of Progressive Paresis in the order in which they usually occur. State generally the gross pathological conditions which are found by a *post mortem* on the contents of the skull.

*5. There are three distinct exciting causes, one or more of which produce Puerperal Insanity. Give the diagnosis and treatment of each.



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ANNUAL EXAMINATIONS: 1891.

FOURTH EXAMINATION AND FINAL

HYGIENE.

PASS AND HONORS.

Examiner: FRANCIS RAE, M.D.

* For Honors.

1. What precautions should be observed to prevent infection from a case of Diphtheria?

2. Enumerate the disinfectants in most common use, and indicate the uses of each.

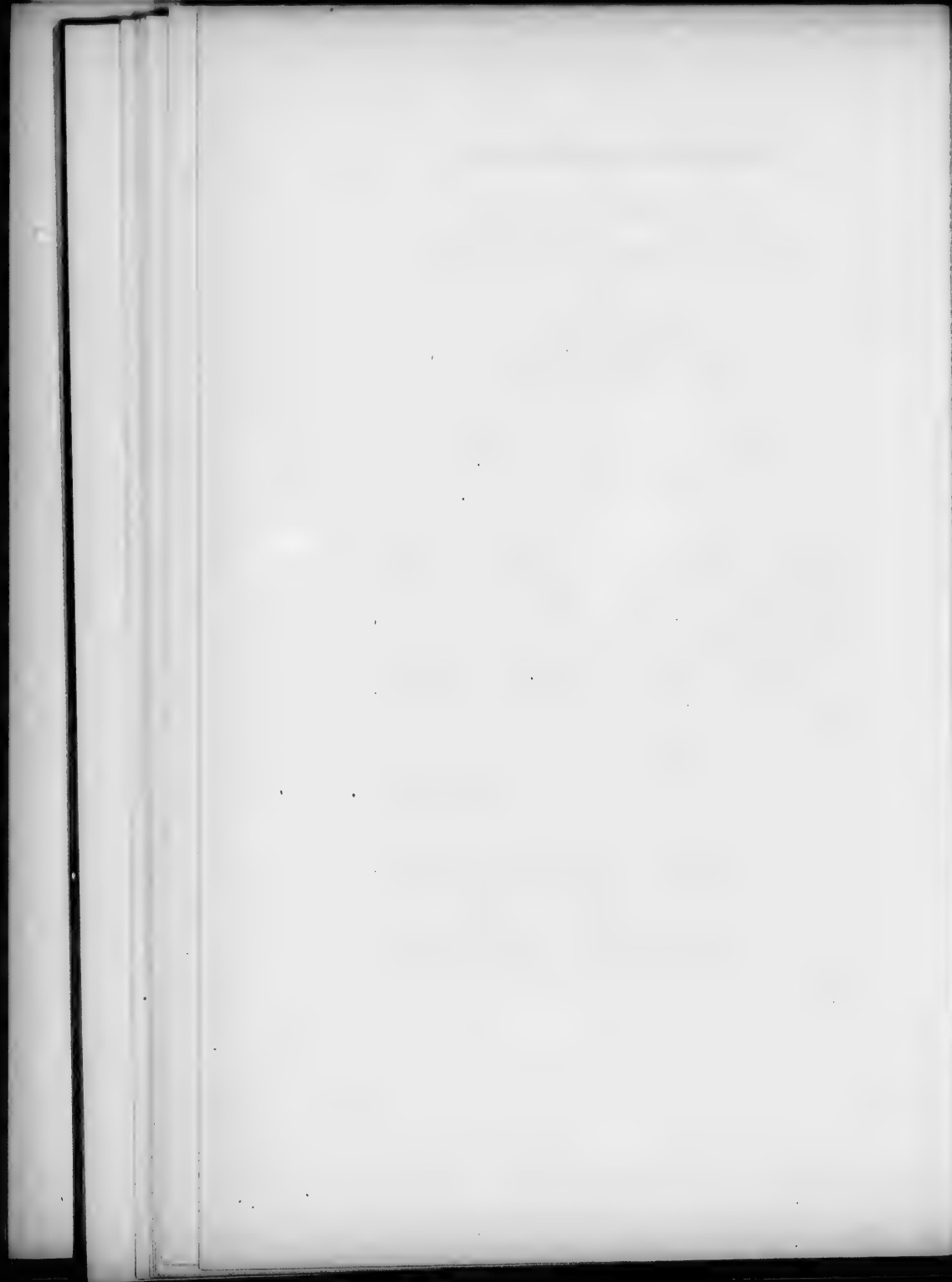
3. What are the dangers to be apprehended from the presence of sewer gas in a dwelling? By what means may it be excluded?

4. Describe briefly the powers and duties of local boards of health in Ontario.

5. Describe the various processes employed in the purification of water.

6. What precautions should be adopted in the production and care of milk to ensure its purity, and what diseases may be produced by impure milk?

*7. Write a paper descriptive of a healthy home, having regard to the character and location of the site, construction of the building, the drainage, heating, lighting and ventilation.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FOURTH YEAR AND FINAL

PATHOLOGY.

PASS AND HONORS.

Examiner: H. A. McCALLUM, M.B.

1. Write a short note on each of the following; (a) Coagulation necrosis; (b) Phagocytes.

2. Give the changes found in the arteries resulting from Syphilis. Where are such changes of great pathological importance?

a. Give the steps in the formation of "Aortic Aneurism."

4. Name the different forms of "Liver Cirrhosis." Describe one form.

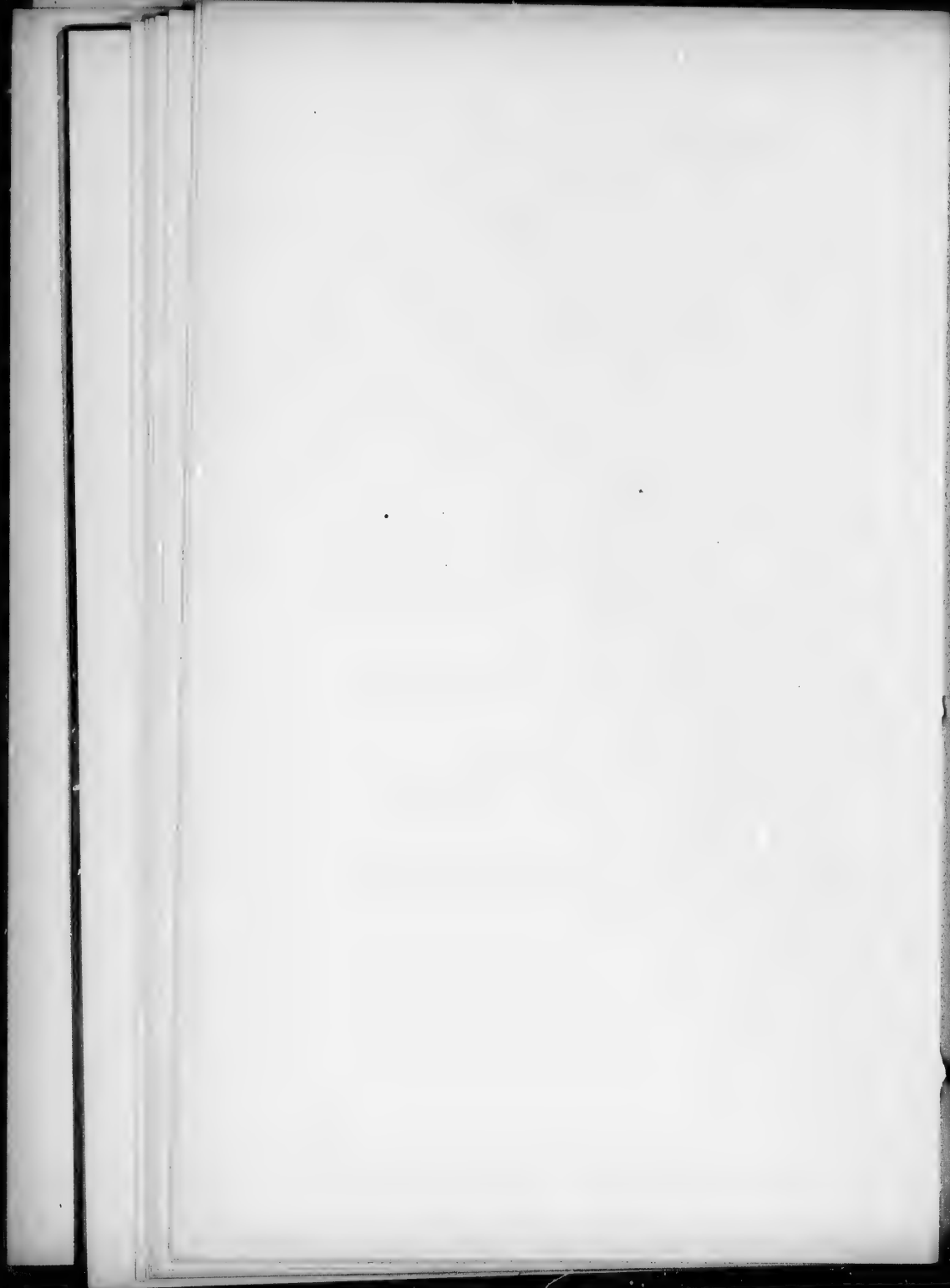
*5 (a) Describe "Secondary Pneumonias."

(b) What is meant by "Cadiac Pneumonia"?

(c) Are they of a Catarrhal or Croupous character?

*6. Describe fully the changes seen within the glomeruli and tubes in Chronic Nephritis resulting from Scarlatina.

*For Honors only.



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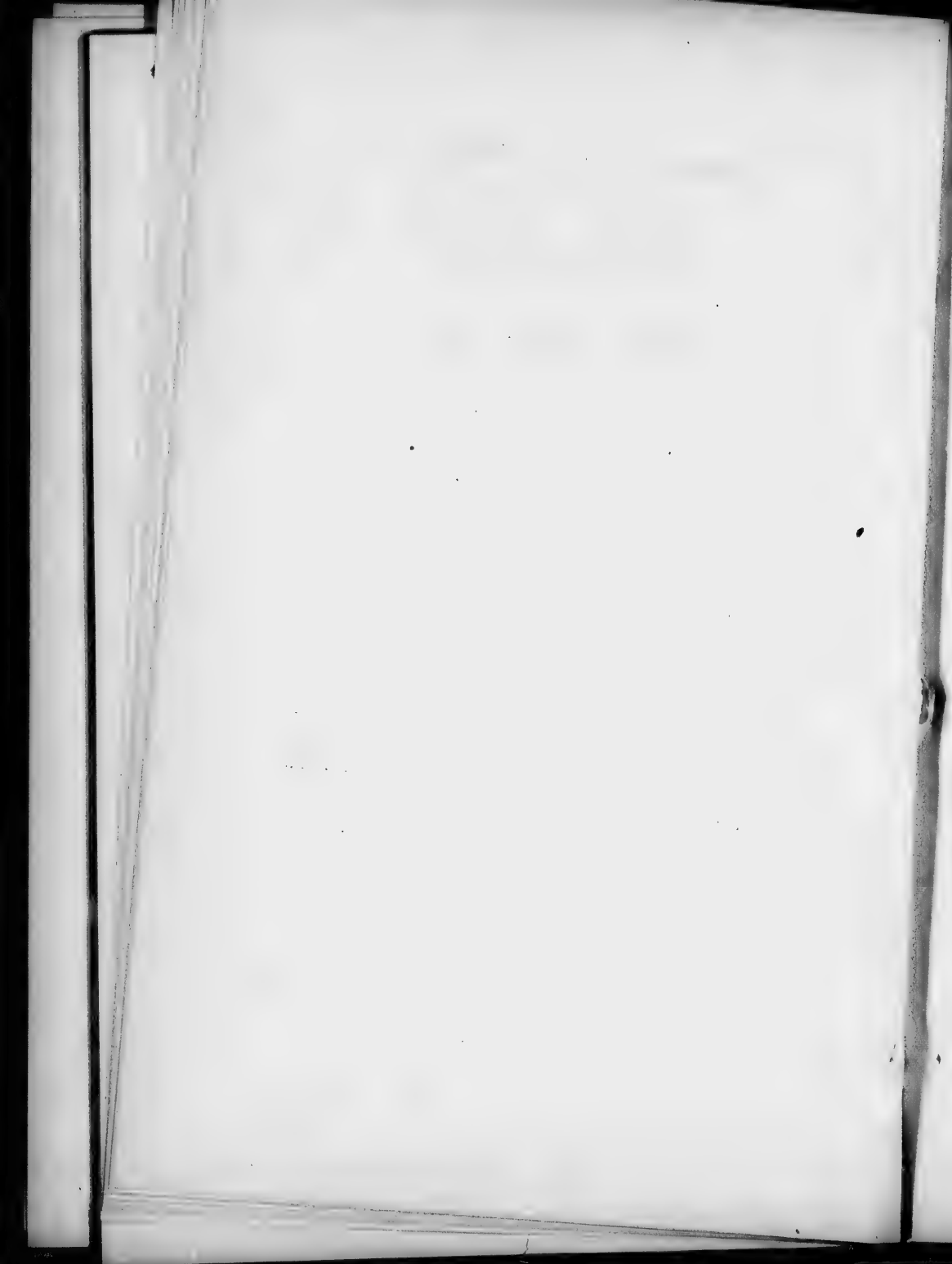
ANNUAL EXAMINATIONS: 1891

CANDIDATES FOR LL.B.

BROOM'S COMMON LAW.

Examiner: J. McG. Young, B.A.

1. State briefly the law as to ratification of a tort?
2. Under what circumstances will a husband be liable at Common Law for necessities furnished to his wife?
3. What are the rules for determining whether a sum named in a contract as payable for its breach will be regarded as a penalty or as liquidated damages?
4. Into what classes are bailments divided, and what is the liability of the bailee in each case?
5. Discuss the criminal liability of a person affected with insane delusions.
6. What are the respective functions of Court and Jury in actions for malicious prosecution?



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ANNUAL EXAMINATIONS: 1891.

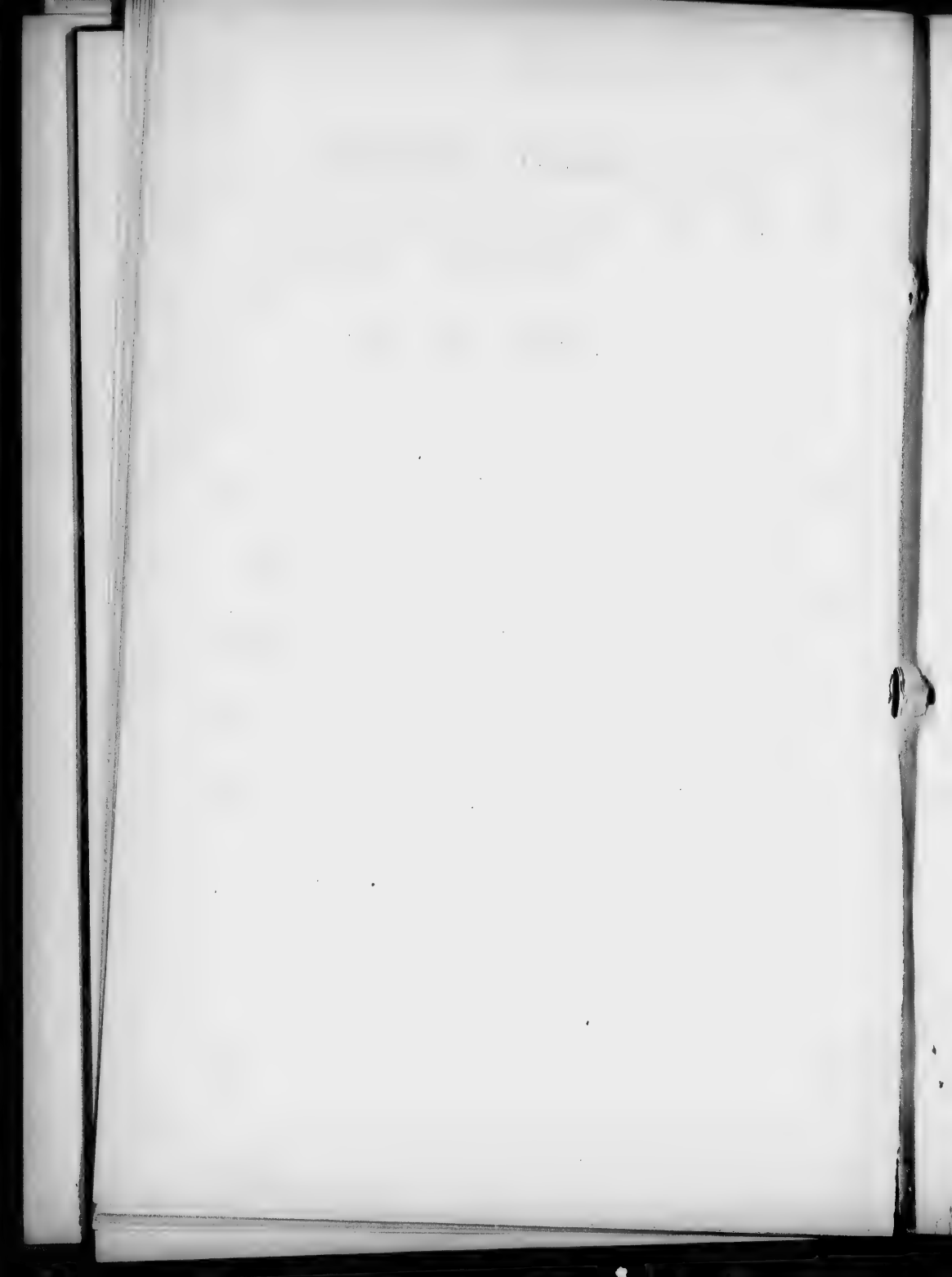
CANDIDATES FOR LL.B.

BROOM'S COMMON LAW.

HONORS.

Examiner: J. McG. YOUNG, B.A.

1. What must be established in order to recover for slander of title?
2. When will a request for an executed consideration be implied?
3. What are the requisites of a valid local custom?
4. Discuss the rule as to merger of a tort in a felony so as to suspend the civil remedy until prosecution of the offender.
5. Distinguish between the liability of a trading partnership and a non-trading association of persons for the acts of a member.
6. Of what importance is intention in Criminal law?



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR LL.B.

INTERNATIONAL LAW.

PASS.

Examiner : HIS HONOR JUDGE MUIR, M.A,

HALL AND VON SAVIGNY.

1. When a court of justice in one country is called upon to enforce a contract entered into in another country, the question arises whether or not the contract is valid according to the law of the country where entered into. What other important question arises ?

2. A person who has resided in Ontario from birth, makes his will at the age of 20. He subsequently removes to England, taking the will with him, where he dies at the age of 25. Is the will valid or not ?

(a) Assuming that a minor may, by the law of England make a will.

(b) Assuming the opposite.

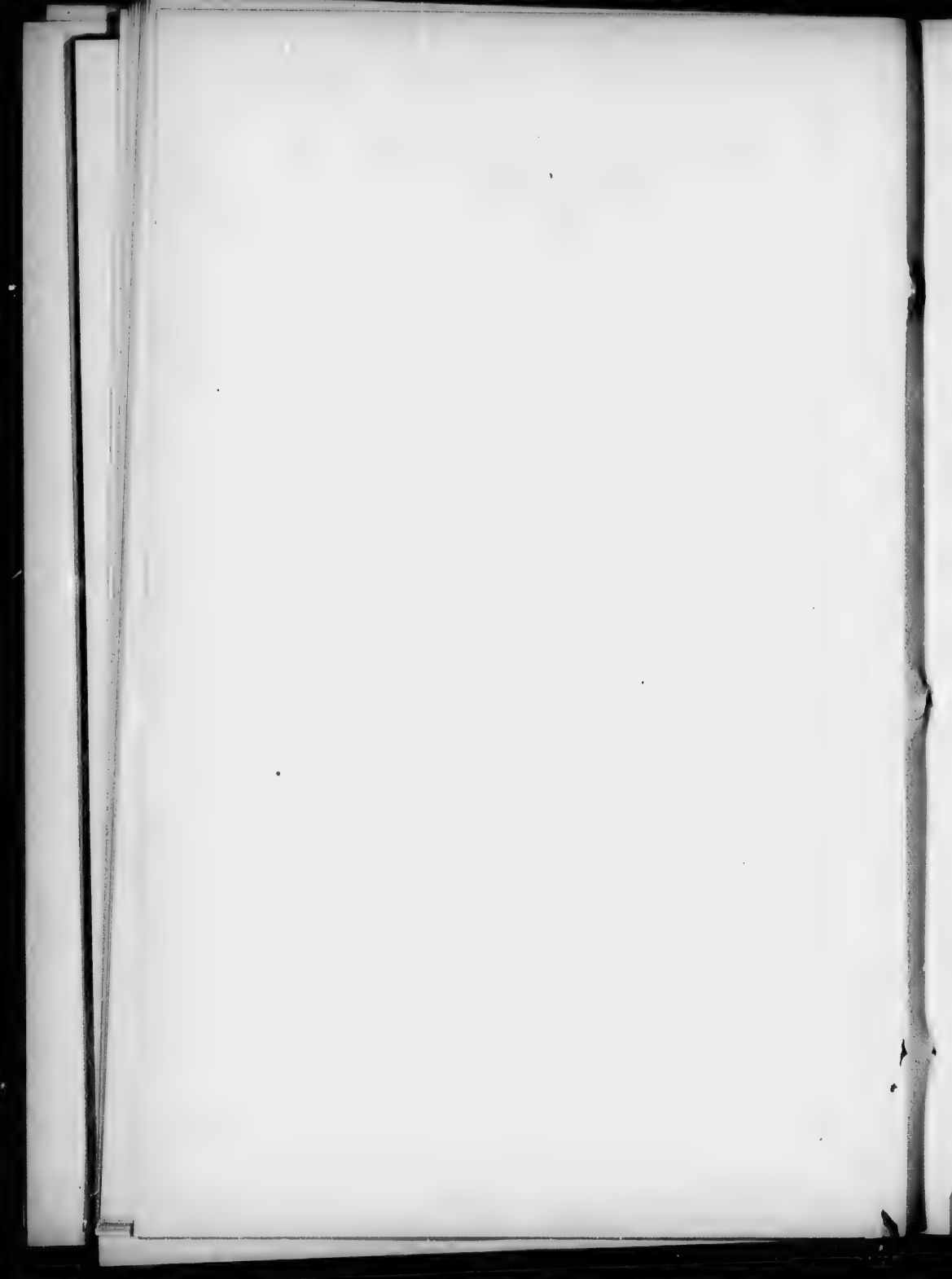
3. Give a brief account of the dismissal of Lord Sackville from Washington in 1888.

4. What were the provisions of the Act of the Imperial Parliament of 1870, respecting naturalization ?

5. Give a short account of the Fenian invasion of 1866, and of the threatened incursion of Sitting Bull in 1879, and contrast the attitude of the American Government towards Great Britain in the former with the course pursued by them in the latter.

6. Give the substance of the declaration adopted at the Berlin Conference of 1885, respecting the continuity of occupation of the coast of Africa.

7. What is the right of *angary* ?





University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR LL.B.

INTERNATIONAL LAW.

HONORS.

Examiner : HIS HONOR JUDGE MUIR, M.A.

HALL AND VON SAVIGNY.

1. In a contract made by correspondence between persons residing in different countries, and using different languages, which of the languages of the writers will be regarded as governing in arriving at the proper construction ?

1. What laws are applicable in cases of obligations arising *ex delicto* ? Discuss this in connection with the rule of the French civil code, which says, in Act 345, "*La recherche de la paternité est interdite.*"

3. "If a holograph testament is privately executed at Berlin, it is an ineffectual act from which no rights accrue at the death of the testator. But if before his death, the French form of testament is introduced, according to which a privately made holograph will is valid, then by the rule of the code that testament would become valid." In connection with this subject discuss briefly the juridical rule, "*Tempus regit actum.*"

4. The Secretary of State, in a communication to the Italian charge d'affairs, on the subject of the late tragedy at New Orleans, said, that "the government of the United States is utterly unable to give the assurance which the Marquis Rudini has demanded." What was the assurance ? Discuss the subject briefly in connection with varying responsibility of any State in respect to acts done by

(a) Administrative, naval, or military agents.

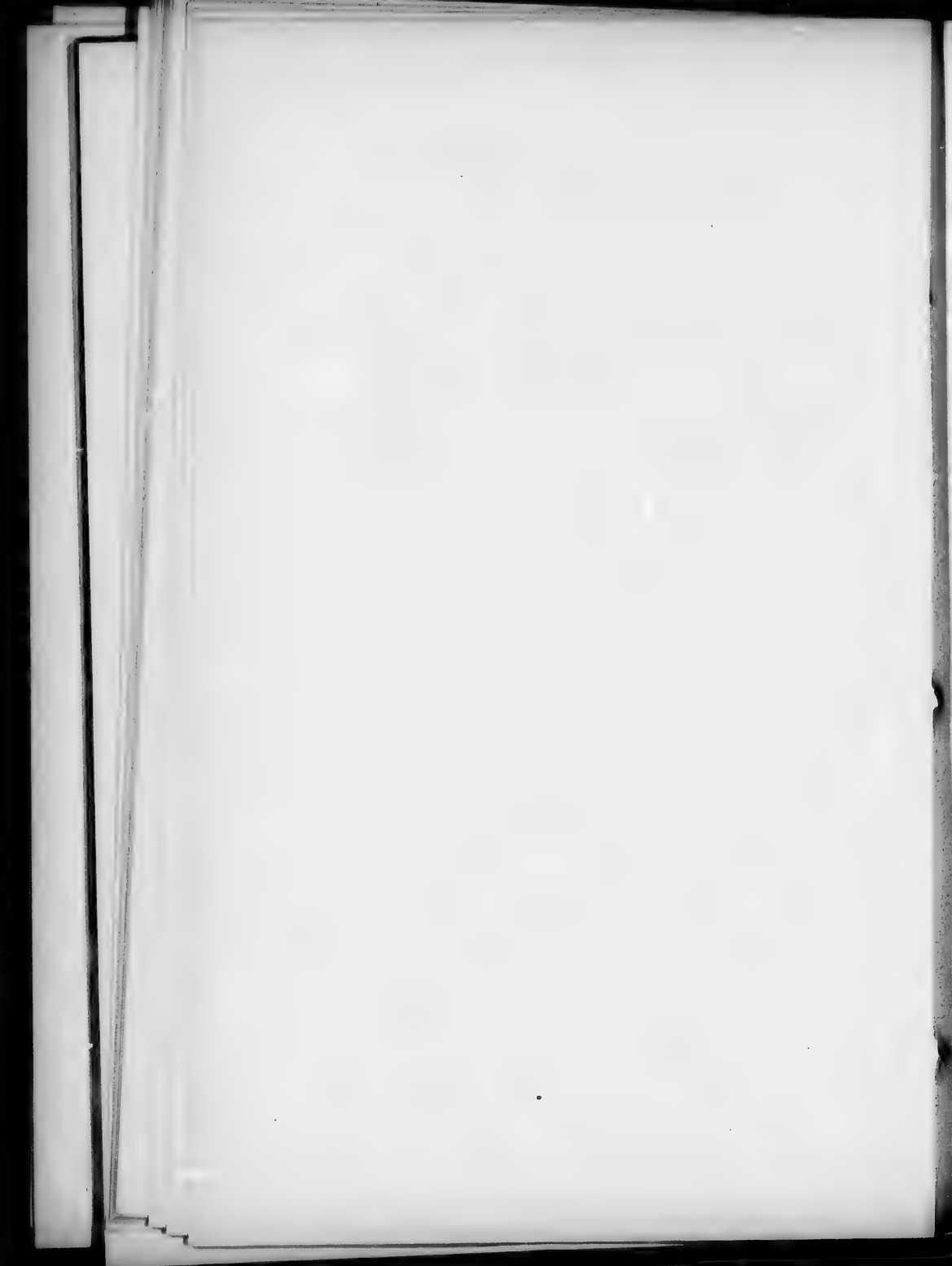
(b) Judicial functionaries.

(c) Private persons.

5. Under what conditions may contribution and requisitions be levied by a naval force?

In this connection refer to the article upon the subject by Admiral Aube in the *Revue des Deux Mondes* in 1882.

6. What was the termination of the claim on the part of the government of Russia to sovereignty over the Pacific Ocean north of the 51st parallel of latitude? Refer to the attitude of the government of the United States subsequently in respect of the same subject matter.



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ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR LL.B.

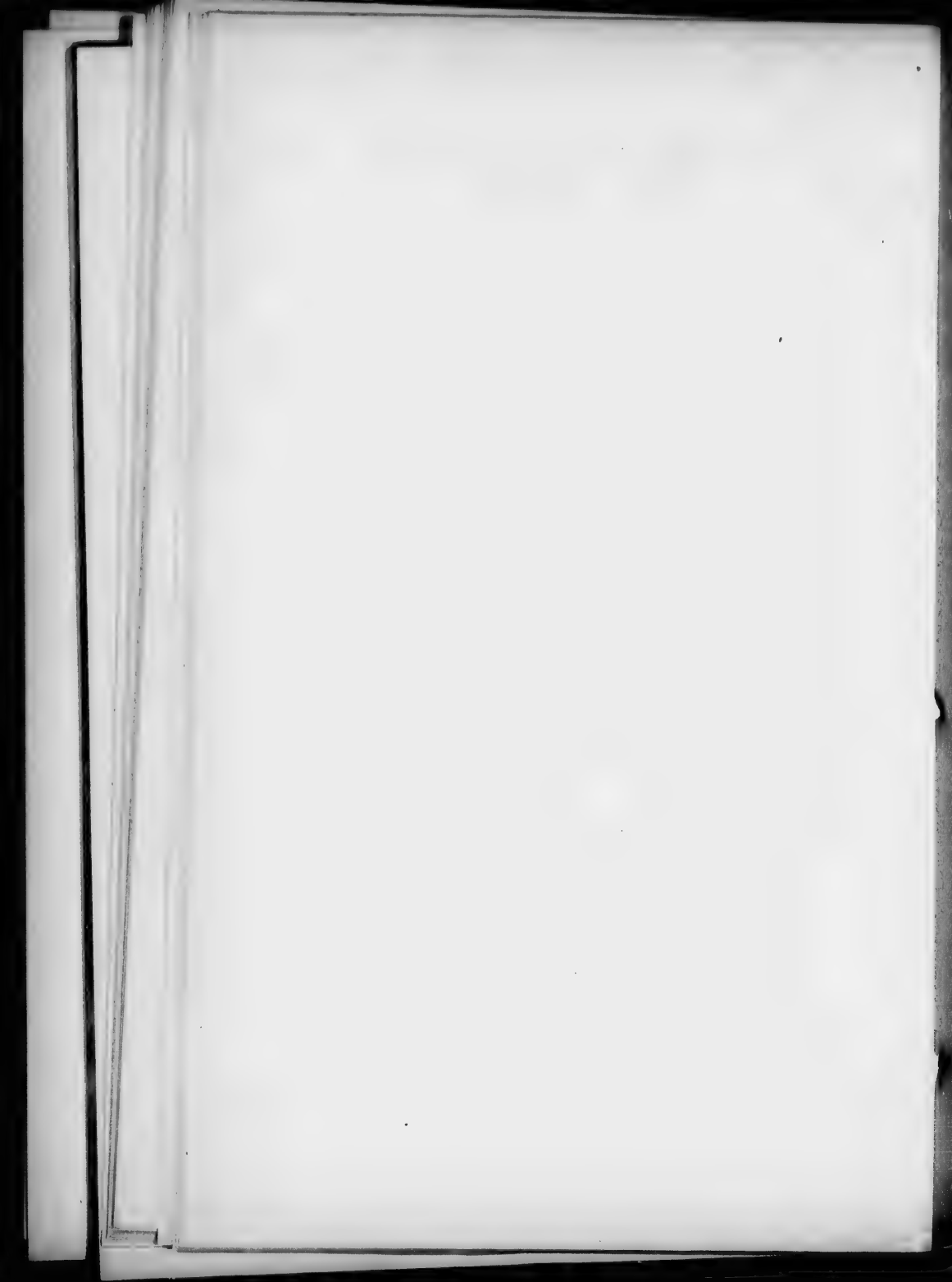
CONSTITUTIONAL LAW.

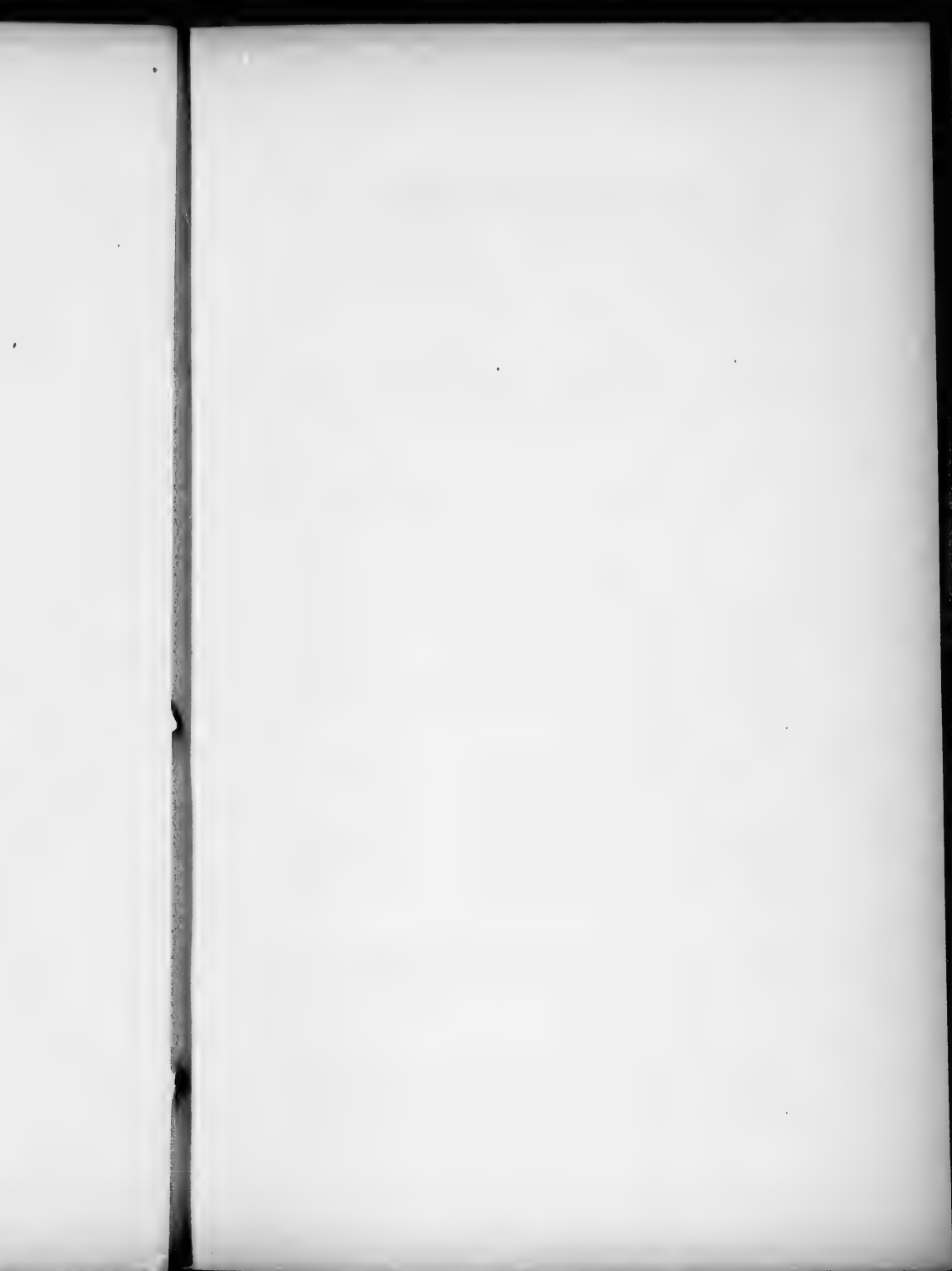
PASS.

Examiner : HIS HONOR JUDGE MUIR, M.A.

BROOM AND TODD.

1. What change in the law of libel was effected by Fox's Libel Act, 32 Geo. III. ?
2. By the terms of the British North America Act, in whom is vested the command of the Militia, Naval and Military forces of Canada ?
3. When should the power of disallowing Provincial Statutes be resorted to ?
4. What return was made to the writ of *habeas corpus* in Darnel's case, and with what result ?
5. May the Speaker of the Senate of Canada be a Cabinet Minister ?
6. Write short notes upon : "Articles of War," "The King can do no Wrong," "*Inter arma silent leges.*"
7. Give a short account of the attempt to check the immigration of Chinese into British Columbia.
8. State briefly the chief incidents of the attempt on the part of the Hon. George Brown to form a new administration in 1858.





University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR LL.B.

CONSTITUTIONAL LAW.

HONORS.

Examiner : HIS HONOR JUDGE MUIR, M.A.

BROOM AND TODD.

1. What was the offence charged against the "Seven Bishops?" State briefly the nature of the subject matter out of which it arose.

2. Give the substance of Mr. Justice Blackburn's charge to the Grand Jury of Middlesex in the case of Governor Eyre of Jamaica.

3. Trace in brief outline the disputed question of the right to appoint Queen's Counsel.

4. "We are, therefore, compelled to conclude that the action taken for the removal of Lieutenant-Governor Letellier was at variance with Constitutional Law and precedent, as well as contrary to the spirit and intent of the British North America Act."

Give the reasons.

5. "The impressment of men for the army was declared to be illegal by an Act of the Long Parliament (16 Car. I. ch. 28), except in certain cases."

Mention the excepted cases.

6. Give the substance of the judgment of Lord Mansfield on the return of the writ of *habeas corpus* in the case of James Sommersett, a negro confined in irons, on board ship bound for Jamaica.

7. Give a short account of the proposed commercial treaty attempted to be negotiated by the Hon. George Brown in 1874. What objections were raised by certain chambers of commerce in England, and what assurances were given in respect thereto, and by whom?

8. In 1877, Sir George Grey, Premier of the Colony of New Zealand, claimed that the Governor should, as a matter of course, accede to a dissolution of the House upon the request of his ministry, under any and all circumstances. Give the substance of the despatch of Sir Michael Hicks Beach on the subject.

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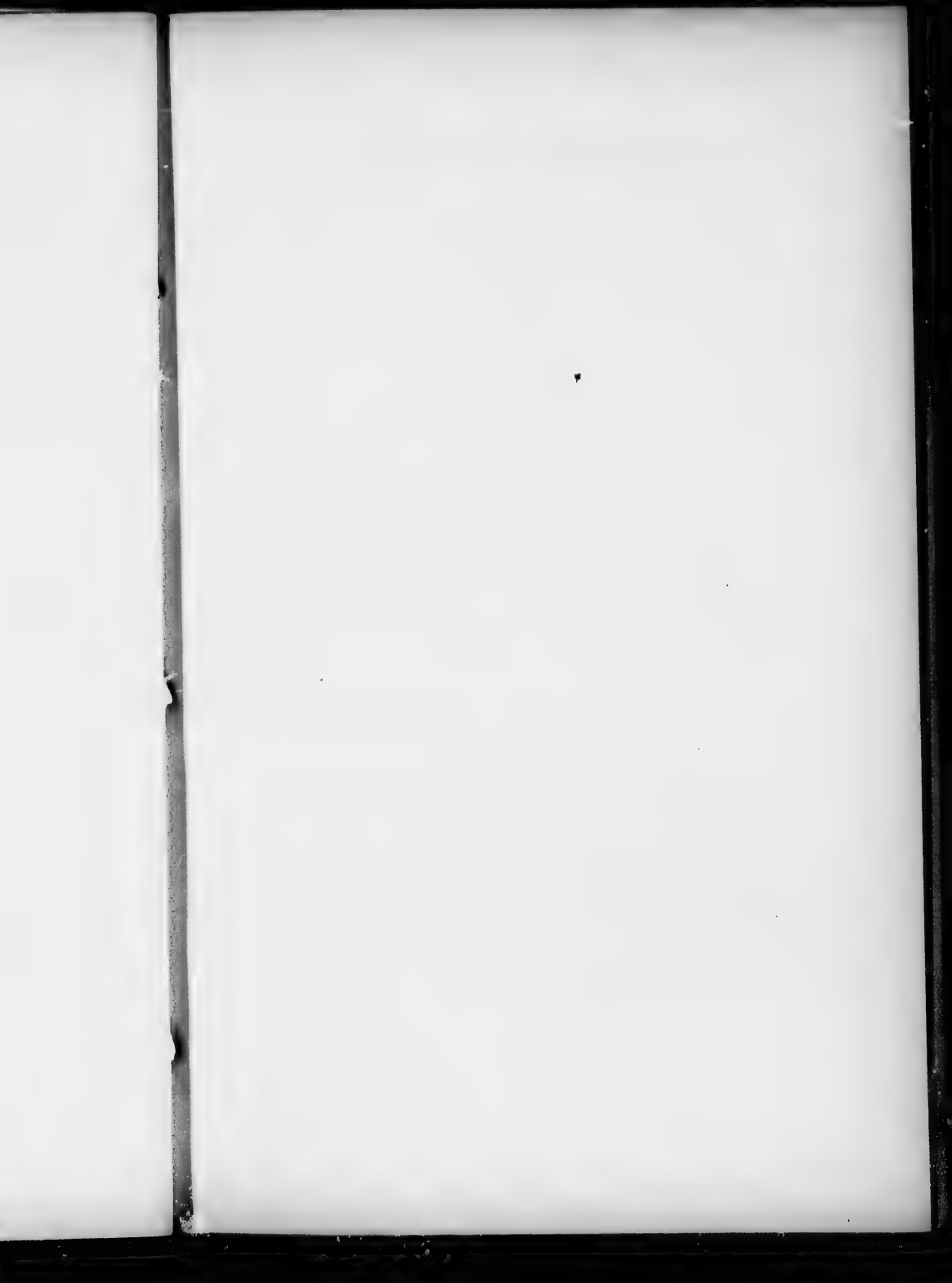
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University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

CONSTITUTIONAL LAW.

HONORS.

Examiner: HIS HONOR JUDGE MUIR, M.A.

FORSYTH.

1. What opinion was given by the law officers of the Crown in 1842 as to the power of the government of Canada to grant an exclusive right of ferry between that Province and the United States?

2. Has a Colonial Governor power to proclaim martial law, and if so, state under what circumstances? To what extent, if to any, does martial law when proclaimed supersede the ordinary tribunals?

3. In what respects do the privileges of a ship driven into a foreign port by stress of weather differ from those enjoyed in case of an entry under ordinary circumstances?

4. What material is necessary in order to obtain a writ of *habeas corpus*? In what cases will the Court examine into the circumstances under which a prisoner has been committed?

5. When the condition on which a pardon is granted by the Crown has been broken may the offender be referred to his original sentence?

6. In October, 1867, one McCardle a citizen of the State of Mississippi was arrested and brought before a military commission, which assumed to act under the authority of the United States, for trial, for publishing in a newspaper criticisms upon military officers and advice to electors not to vote or how to vote, upon certain public questions. State in a few sentences some of the points in Mr. David Dudley Field's contention.

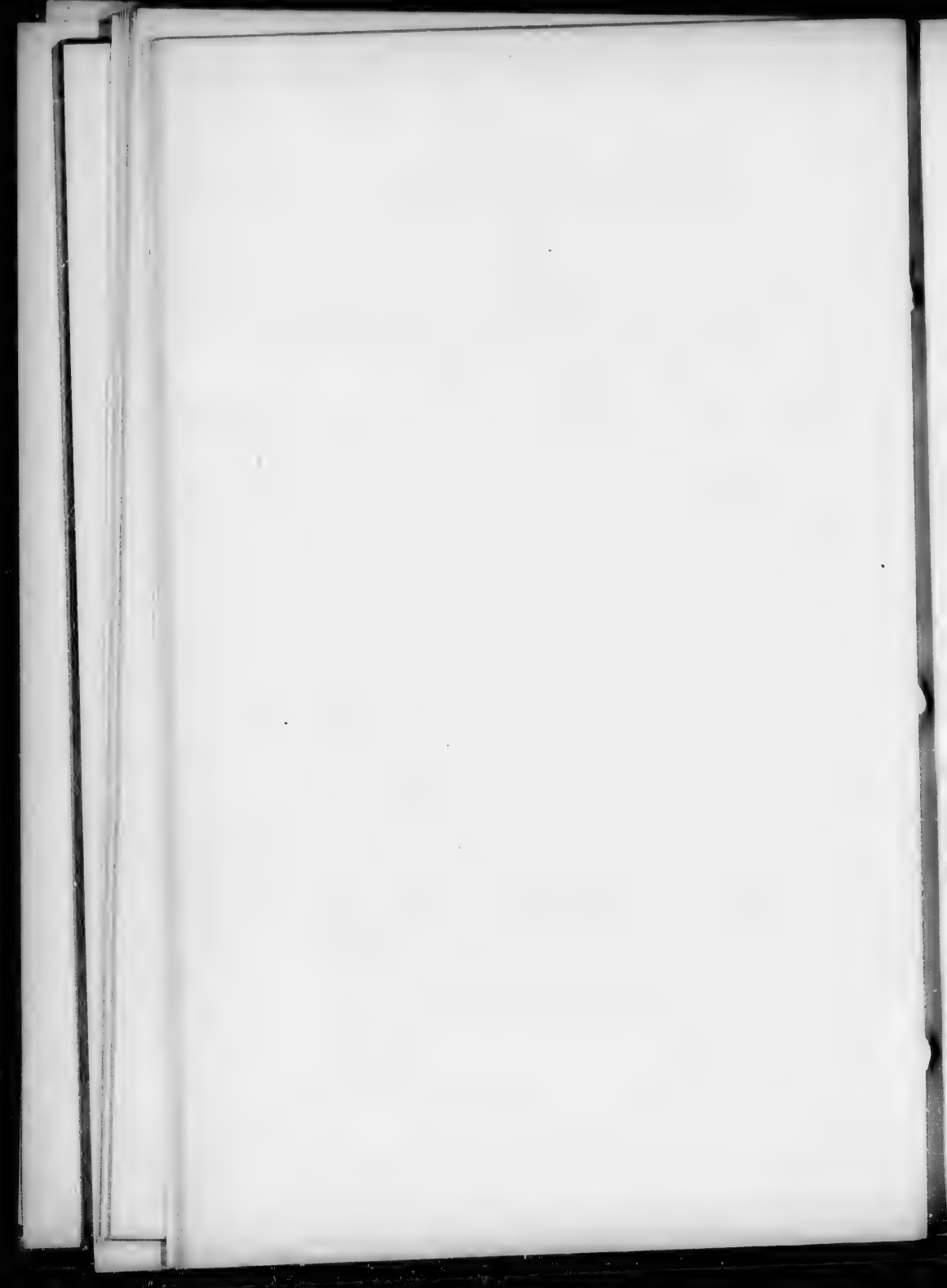
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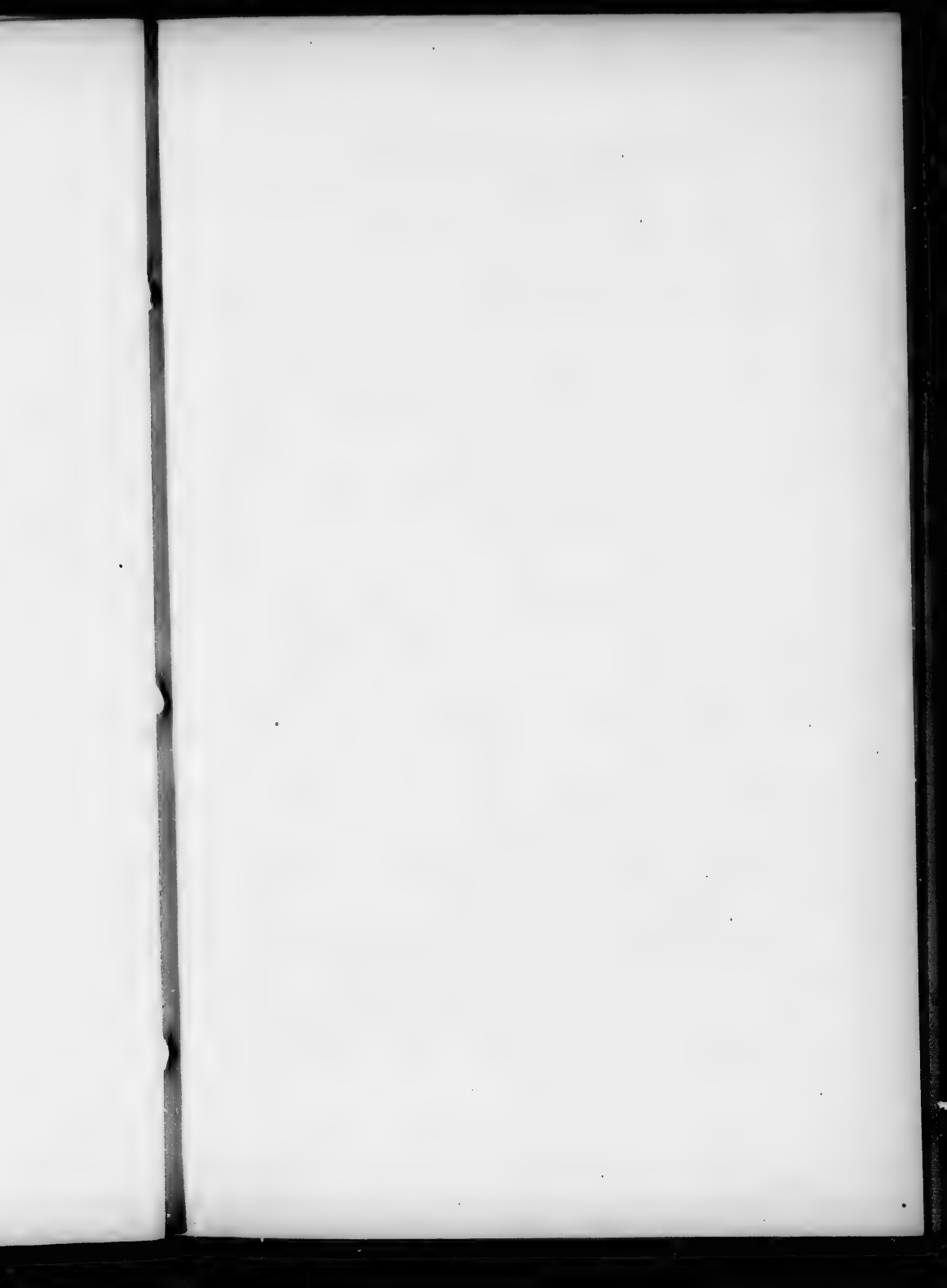
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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

(CURRICULUM 1888.)

COMMERCIAL LAW.

PASS.

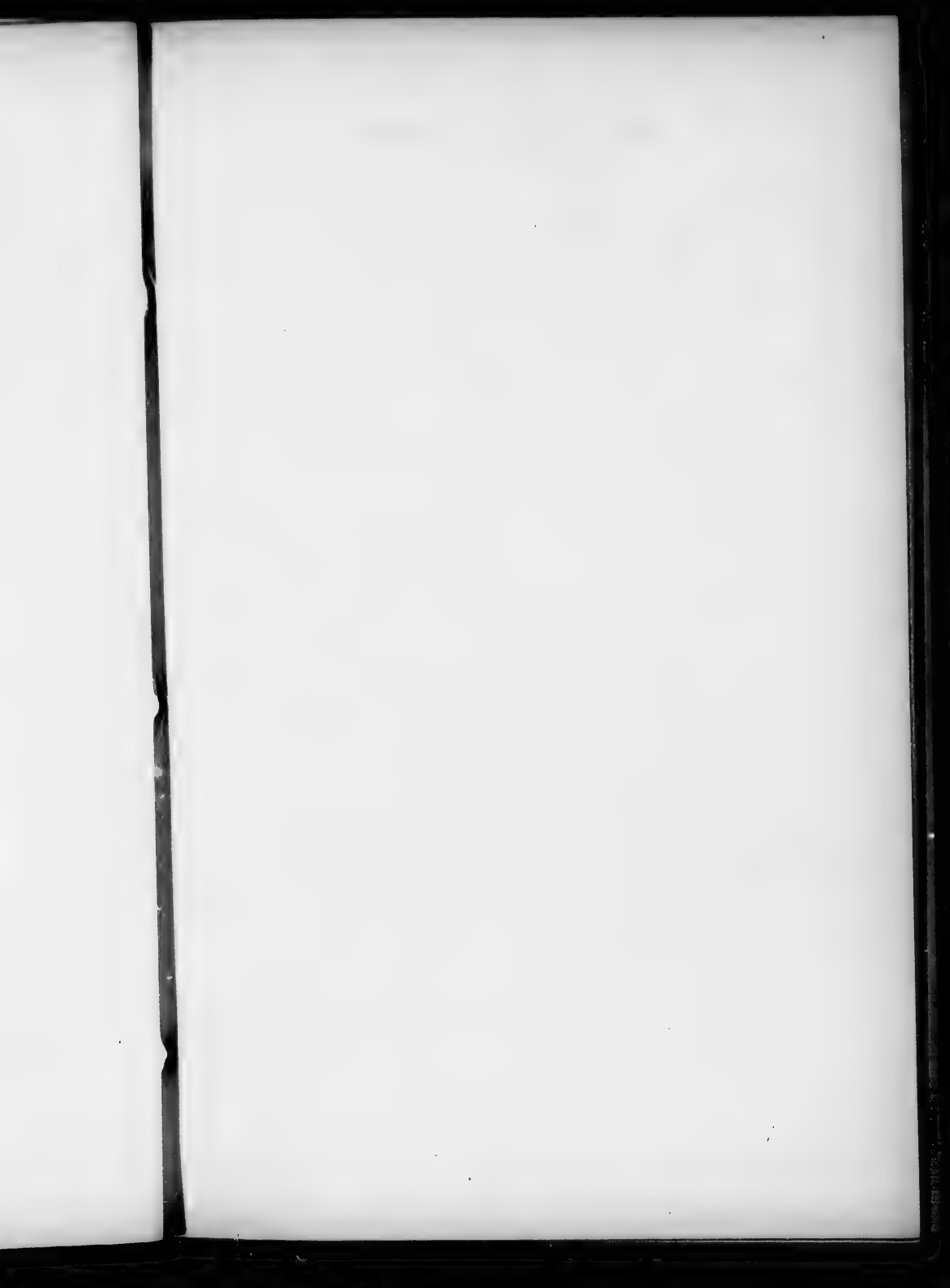
Examiner: HIS HONOR JUDGE MUIR, M.A.

SMITH.

1. An individual partner in a firm of solicitors accepts a bill of exchange, in the partnership name, for a loan of money. Is the firm liable upon it? Explain.
2. Explain briefly the arrangement known under the civil law by the name of *novatio*.
3. If an agent place his principal's money to his own account at his bankers, without any mark distinguishing it from his own, what are the rights of the principal in case the banker should fail?
4. In general the agent's power to commit his principal to third parties is determinable at will by the principal. Mention two exceptions.
5. Explain the similarity between a bill of exchange and a promissory note after the latter has been endorsed.
6. Give the definition of the term "salvage."
7. Where a joint order is given for several classes of goods, is the acceptance of one class a part acceptance of the whole so as to bind the bargain within the meaning of the 17th section of the Statute of Frauds?

8. Is the reason given in *Grace v. Smith*, that by taking part of the profits he takes part of the fund which is part of the proper security of the creditors sound and sufficient or not? Discuss the subject of test of partnership briefly.

9. A ship's master signs a bill of lading for 100 tons of coal, when in fact only 50 tons have been received. What remedy has an indorsee for value of the bill of lading?





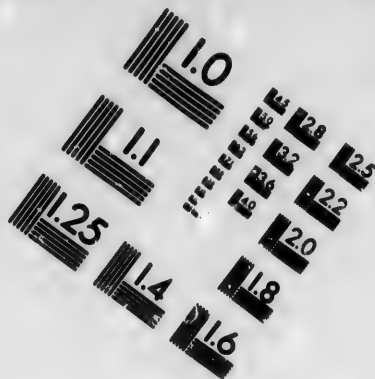
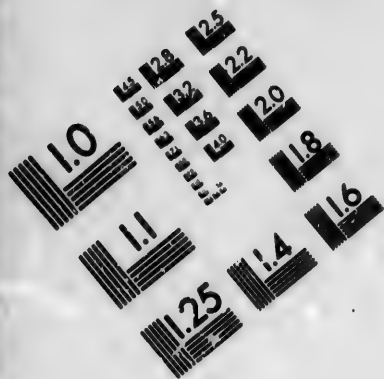
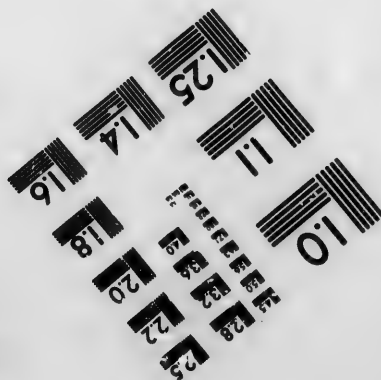
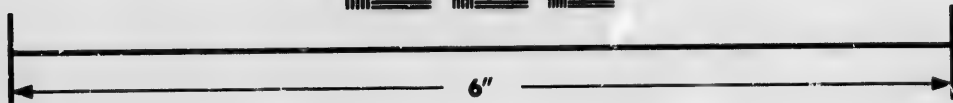
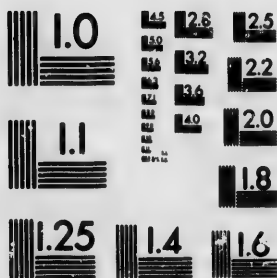


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University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

(CURRICULUM 1888.)

COMMERCIAL LAW.

HONORS.

Examiner: HIS HONOR JUDGE MUIR, M.A.

SMITH.

1. "A," "B," and "C" are partners in business. "X" has an execution against the goods of "A." What course should be pursued by the sheriff in respect to the property of the partnership?

2. In what cases will a Court by its decree put an end to a partnership?

3. In the case of the death of a partner, what is the rule in the administration of assets where the estate is insufficient to pay in full, and where there are partnership creditors as well?

4. Where should a bill of exchange be presented in each of the following cases:

(a) Where no place of payment is specified, but the address of the drawee or acceptor is given in the bill.

(b) Where no place of payment is specified, and no address given.

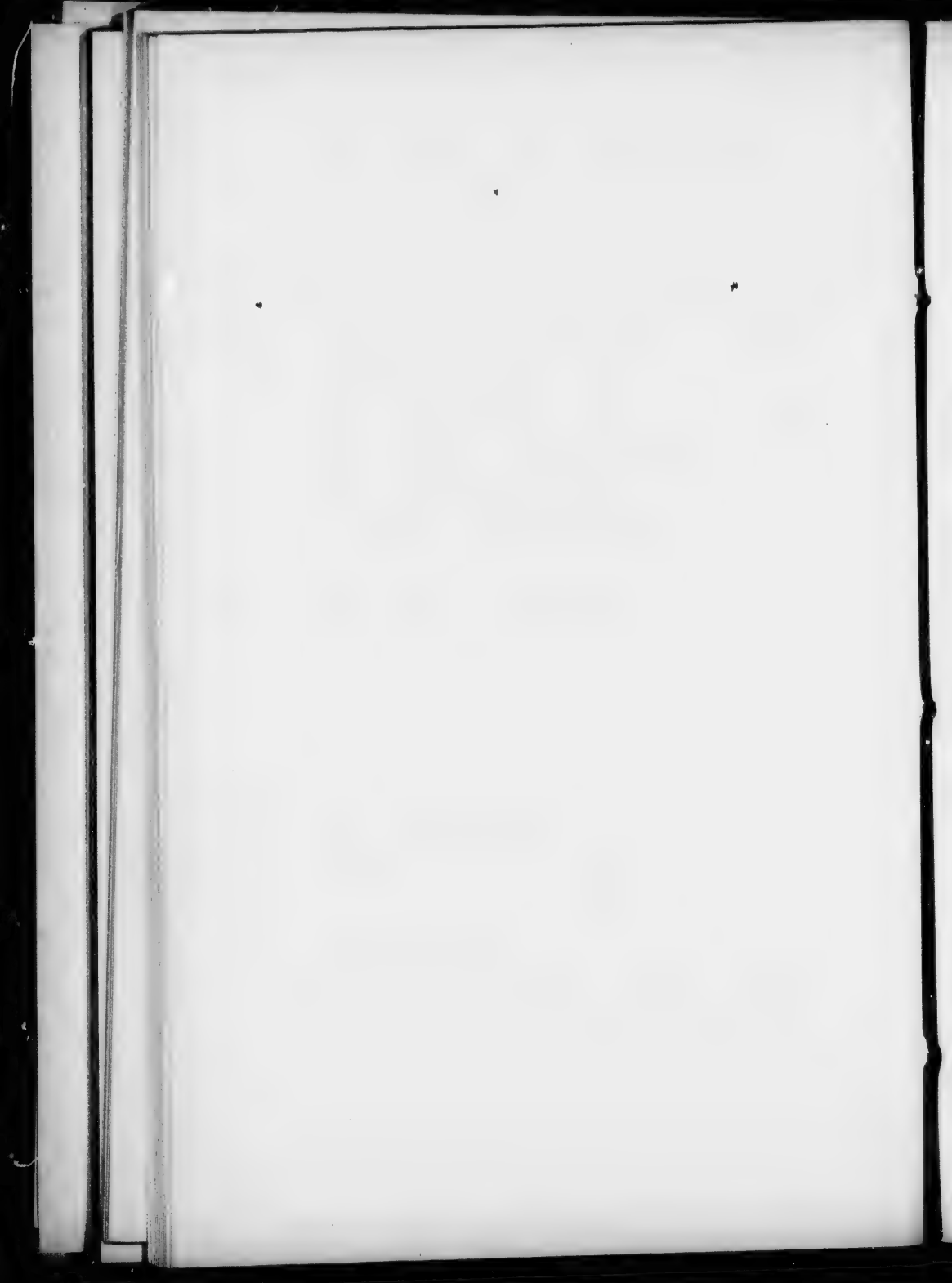
5. "D," "G," "S," and "C" became sureties to a banker for the debt of "R." At the time, and as a condition of becoming such sureties, "D" and "G," without the knowledge of "S" and "C," obtained from "R" a security against liability. What is the rule of contribution?

6. What are the provisions of 14 Geo. III., cap. 48, relative to gaming or wagering policies? Is it necessary that the assignee of a policy should have any interest in the life of the assured?

7. What is the rule as to length of service where the hiring is a general one without mention of time? Is the illness of a servant a ground of dismissal, and if so, under what circumstances?

8. What is the "right to stop *in transitu*"? Explain the character of the ingredient of insolvency,

9. Policies of insurance were granted on a cargo of a U. S. merchant ship which was destroyed by the *Alabama* during the late American war, and compensation was paid by Great Britain as the result of the Geneva arbitration, a part of which and more than sufficient to cover their loss was received by the owners. The underwriters paid as on an actual total loss. Were they entitled to recover back the money so paid? Discuss the doctrine of subrogation in this connection.



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

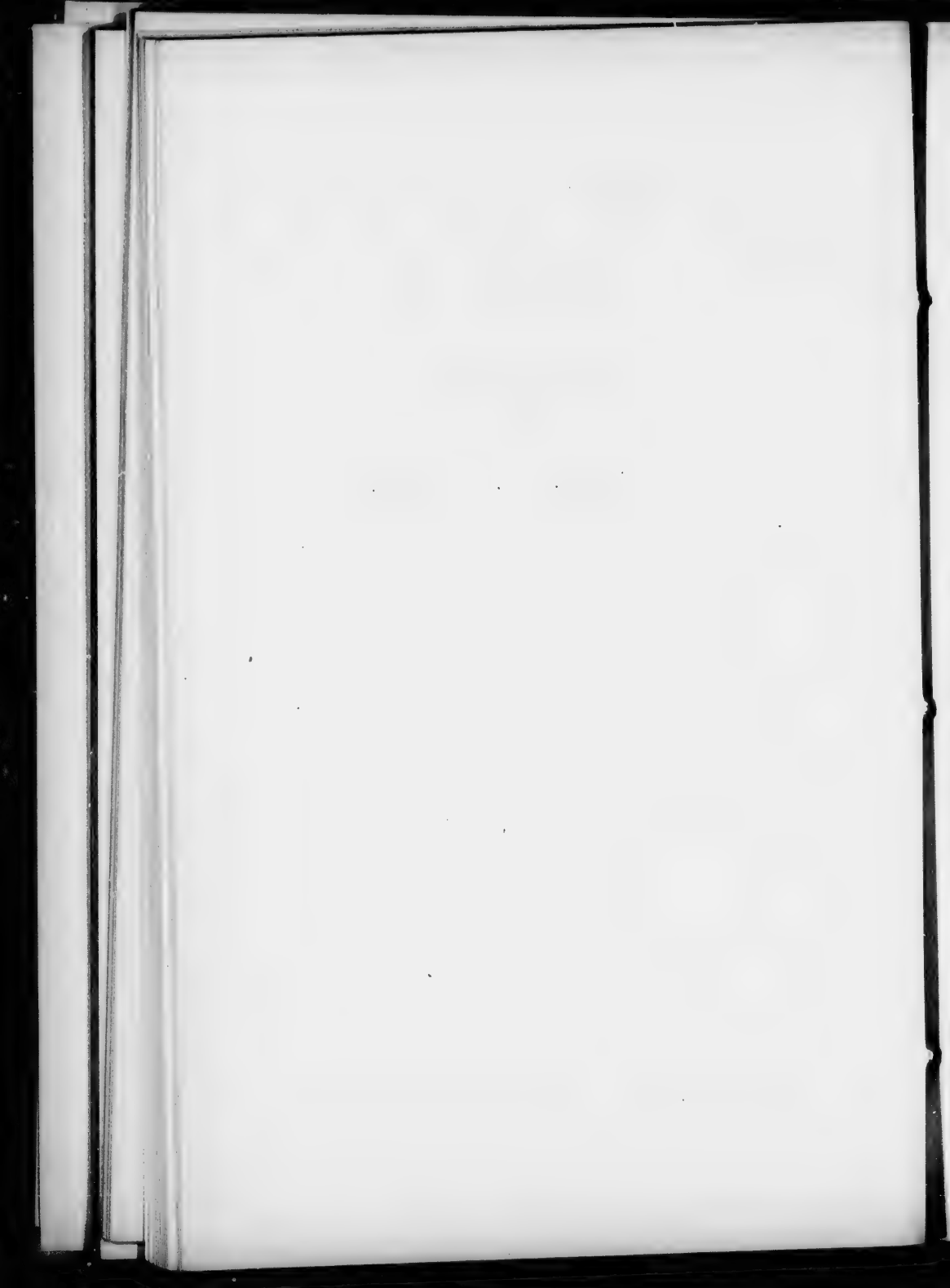
CANDIDATES FOR LL.B.

(CURRICULUM, 1888.)

TORTS.

Examiner: J. McG. YOUNG, B.A.

1. What were the hardships sought to be remedied by the Employers Liability Act?
2. What is meant by the expression "*qualified privilege*" in defamation?
3. What must a plaintiff establish in order to succeed in an action of deceit?
4. Under what circumstances will a master be liable for the wilful and deliberate wrongs of his servant?
5. "You cannot convert a contract into a tort to enable you to sue an infant." Explain.
6. Is the malicious bringing of civil proceedings a tort?



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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

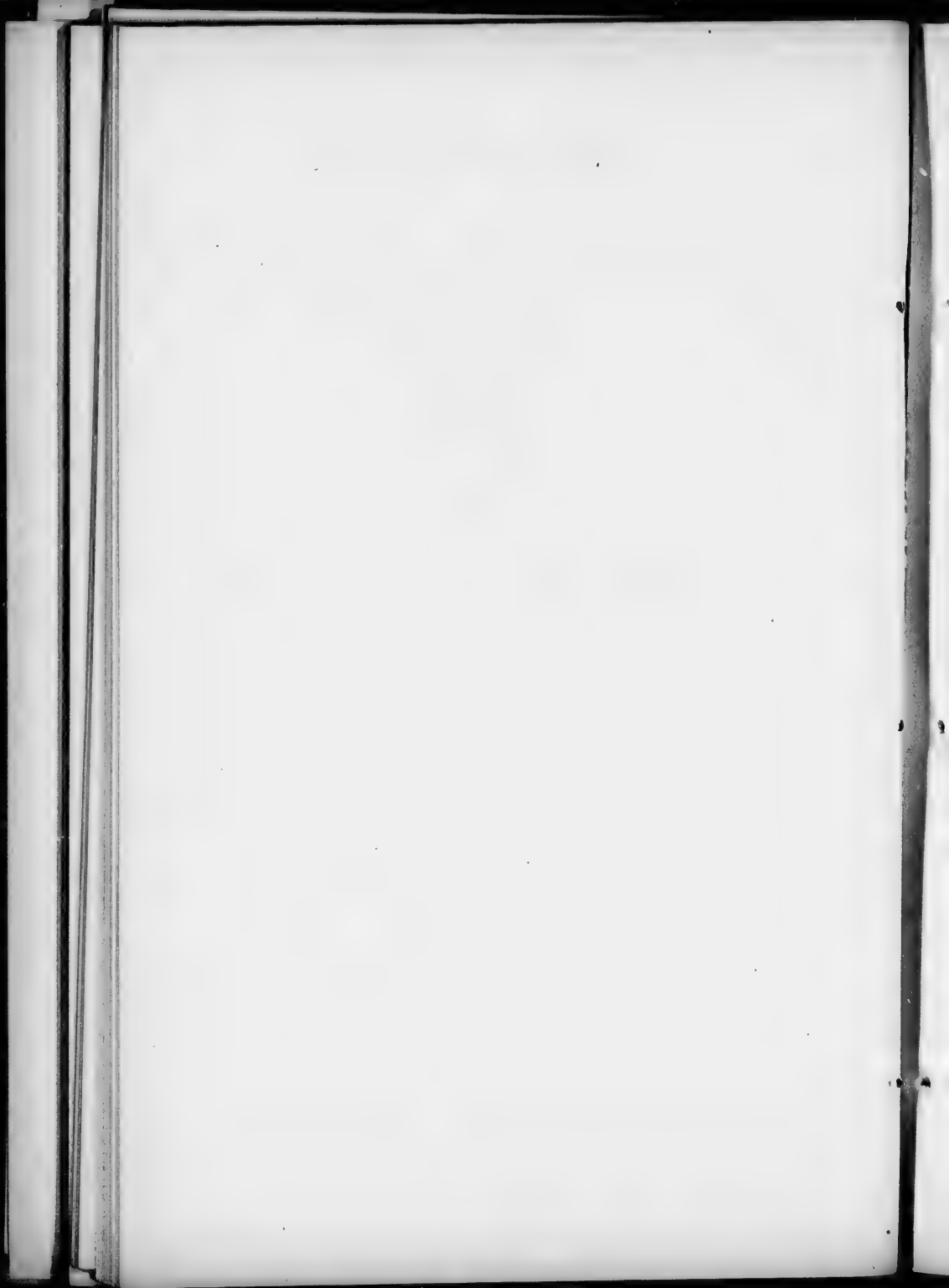
(CURRICULUM, 1888.)

TORTS.

HONORS.

Examiner: J. McG. YOUNG, B.A.

1. Discuss briefly the liability of a person dealing with dangerous articles.
2. What are the respective functions of Court and jury in actions of negligence?
3. When can a plaintiff recover in an action in Ontario for an injury received outside the territorial jurisdiction of our Courts?
4. What is the liability of a person inducing the breach of a contract to (a) a party, and (b) a stranger to the broken contract?
5. Is it a defence to an action of tort to show that the plaintiff was a wrongdoer at the time he suffered the injury of which he complains?
6. What is the effect of a recovery of judgment against one of several joint wrongdoers?



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR LL.B.

ROMAN LAW.

PASS.

Examiner : HIS HONOR JUDGE MUIR, M.A.

JUSTINIAN.

1. Mention the two distinct bodies into which the citizens of Rome were divided.

2. What is necessary to constitute a perfect tradition ?

3. Distinguish between the rights known as *pignus* and *hypotheca*.

4. Mention the three origins of the right of Slavery, assigned by Justinian.

5. "The limits within which the Roman law confined the power of a citizen over his property after his death were narrow."

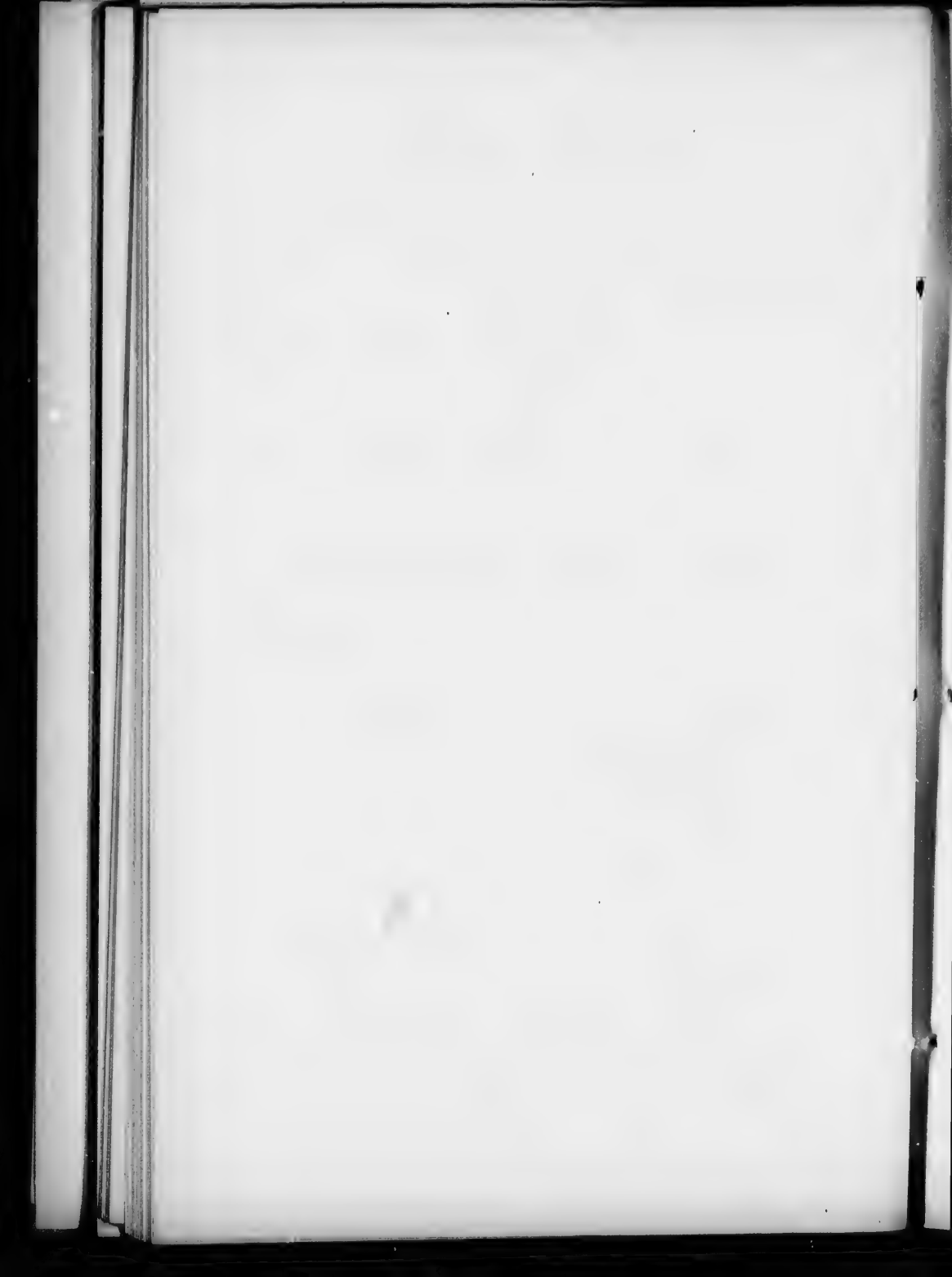
What system was introduced in order to overcome the effect of so strict a rule ?

What provision have we had in English law corresponding to this ?

6. "Usufructus est jus alienis rebus utendi, salva rerum substantia ; est enim jus in corpore, quo sublato et ipsum tolli necesse est."

Translate.

7. Explain the application of what was known as *arræ* in contracts of sale. In what respect was the rule changed by Justinian ? Did the change apply to written as well as unwritten contracts ?



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH EXAMINATION (THIRD EXAMINATION LAW.)

ROMAN LAW.

HONORS.

Examiners: { HON. DAVID MILLS, LL.B.
 { HON. W. PROUDFOOT.

1. What were, in Justinian's time, the chief circumstances by which the personality, either total or partial, of a human being was tested ?

2. Were there any, and what, artificial persons: how did they come into existence: and how were they terminated ?

3. What were the things not susceptible of appropriation by private persons ?

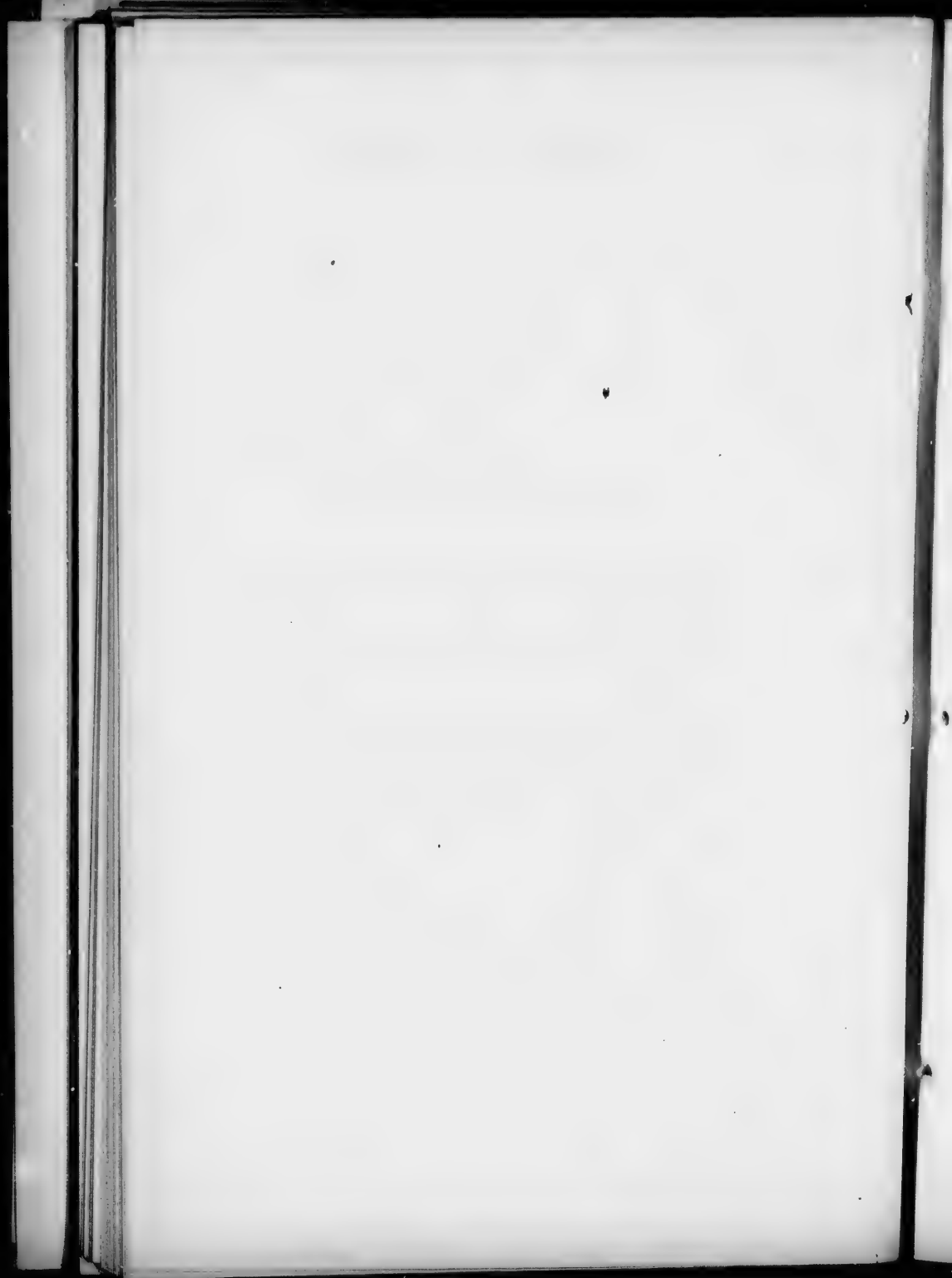
4. What were the principal divisions of things susceptible of appropriation by private persons ?

5. What was the power of the head of the Roman family over his children, as to their persons, and as regards property ?

6. What was the control of a master of a slave, over the person of the slave, and over his property ?

7. What were the *legis actiones*: when were they supplanted by the formulary system; and when was the latter superseded by the *extraordinaria cognitio*? State the chief characteristics of each system.

8. Sketch the progress of a suit in Justinian's time.





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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

ROMAN LAW.

HONORS.

Examiner: HIS HONOR, JUDGE MUIR, M.A.

JUSTINIAN.

1. "The Roman family, in the peculiar shape it assumed under the *jus Quiritium*, was modelled on a civil, rather than on a natural basis." Explain.

2. "The *dos* of the wife, belonged to the husband, and his rights over it were in the ancient law unrestricted."

What were the restraints subsequently imposed?

3. Mention the formalities requisite in the case of the execution of *testamentum tripartitum*. What other formality was afterwards added, and subsequently abolished?

4. What is meant in Roman law by the institution of an heir?

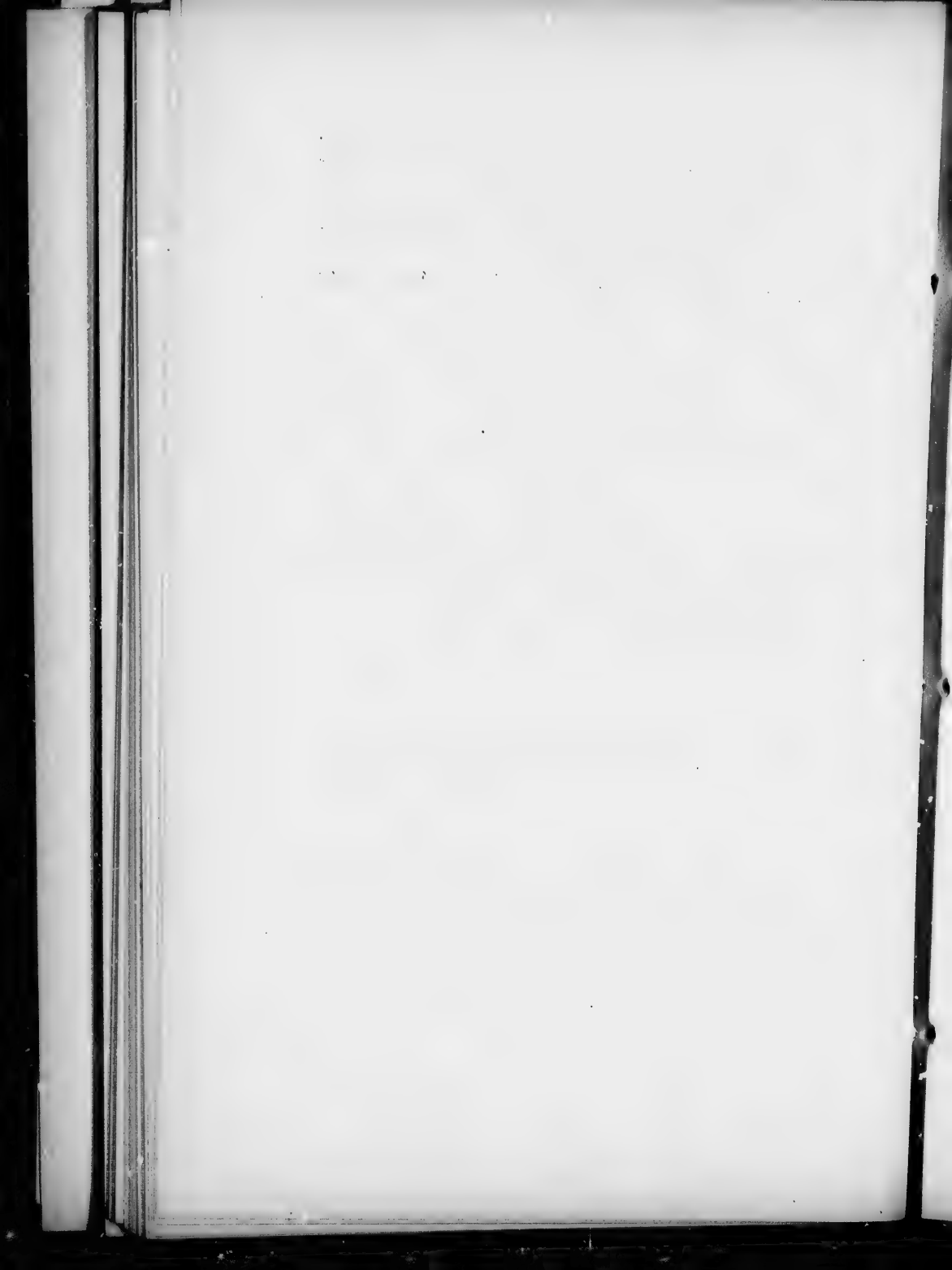
5. "The provision of the *les Furia* not applying to *fidejussores*, they were bound for all they had promised, and as each promised for himself alone, the one first sued had no remedy against the others, until the rescript of Hadrian provided one, and gave him what was called the *beneficium divisionis*."

Name and explain the character of two other privileges available to the *fidejussor*.

6. "Hence, probably has arisen that groundless vulgar error, of the necessity of leaving the heir a shilling, or some other express legacy in order to disinherit him effectually."—*Blackstone*.

What is the provision of the Roman law referred to in the above passage?

7. Explain the terms "*dies cedit*," and "*dies venit*," in reference to legacies.



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ANNUAL EXAMINATIONS: 1891.

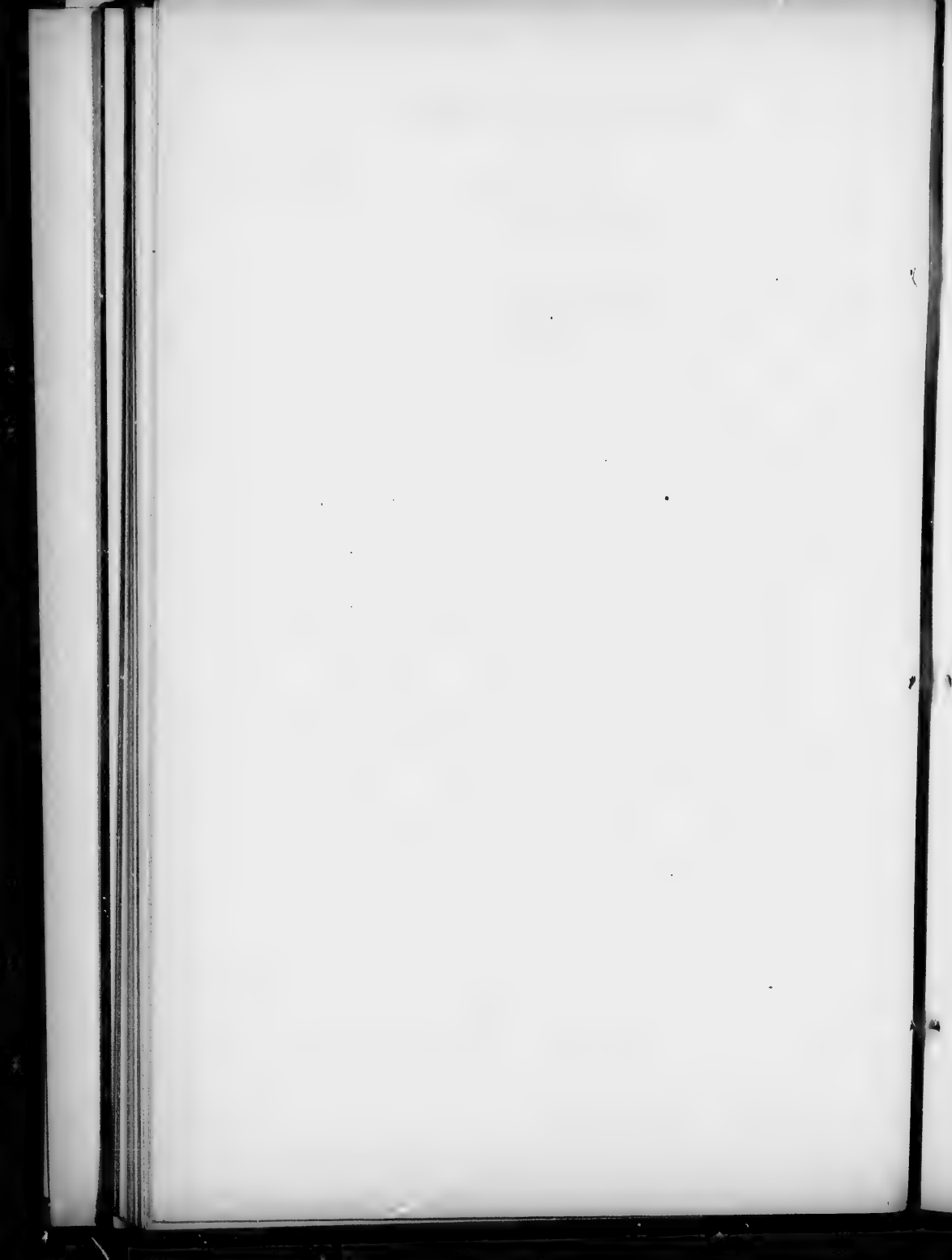
FOURTH YEAR.

(CURRICULUM 1883.)

REAL PROPERTY.

Examiner: J. MCG. YOUNG, B.A.

1. Why are there no manors in Ontario?
2. Give examples of (a) a *vested remainder*, (b) a *contingent remainder*, (c) an *Executory devise*.
3. What was the doctrine of *non-adverse possession*? How is it affected by Legislation?
4. What is the effect of a destruction of a deed by mutual consent of the parties?
5. "To every assignment of a mortgage the mortgagor should, if possible, be a party." Why?
6. A devise to A. without words of limitation. How would this be construed (a) at Common Law, (b) under the Wills Act?



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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

(CURRICULUM, 1888.)

REAL PROPERTY.

HONORS.

Examiner: J. McG. YOUNG, B.A.

1. When do express covenants run with the land?
2. In what different ways may a prescriptive right be claimed?
3. What is meant by the enactment that a feoffment shall not have a tortious operation?
4. Can a mortgagee purchase at a sale under the power in his mortgage? Why?
5. What is the distinction between the covenants for title in a statutory deed and a statutory mortgage?
6. State the object and effect of the provision that a will shall speak from the death of the testator.

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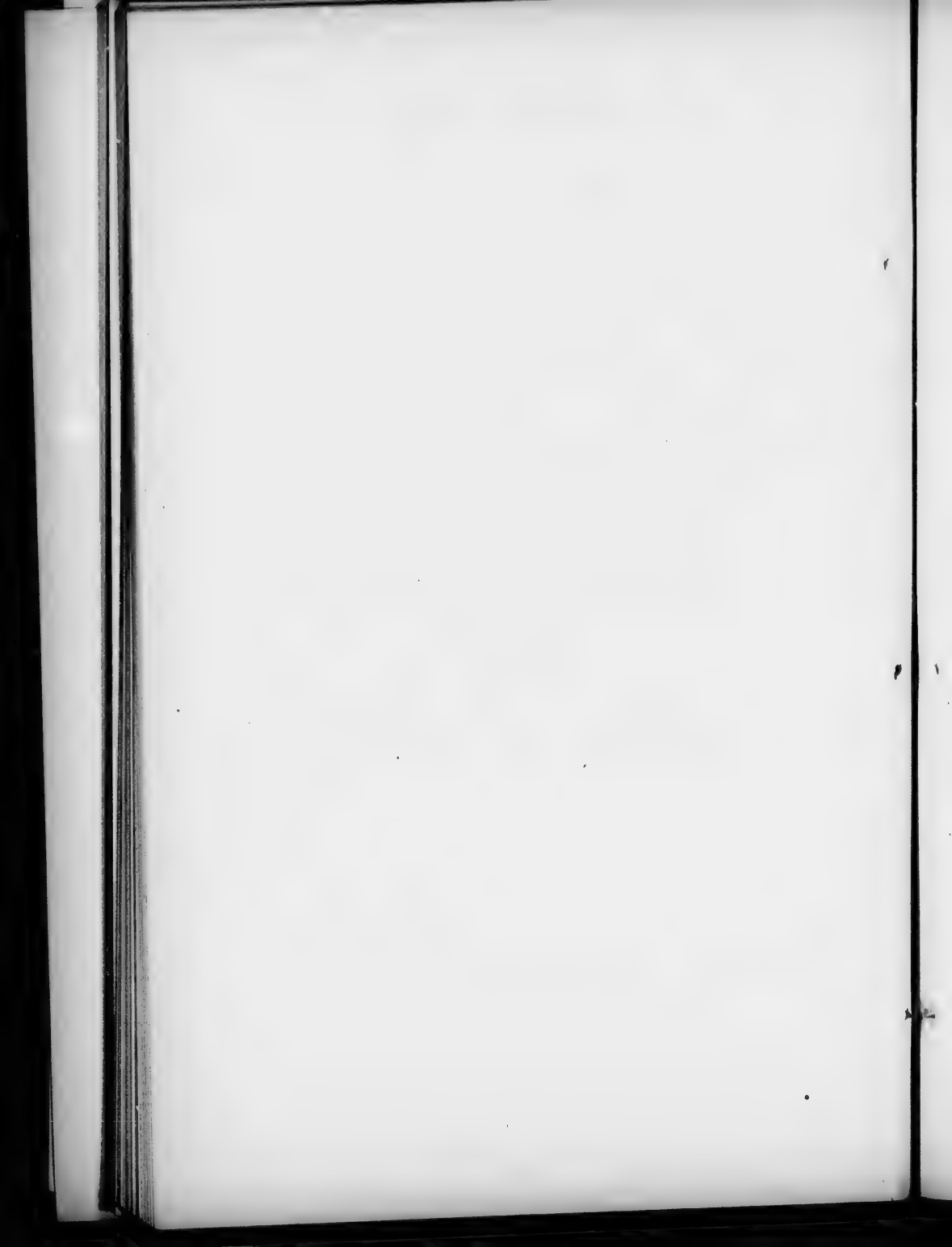
ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR LL.B.

REAL PROPERTY AND WILLS.

Examiner : J. McG. YOUNG. B.A.

1. Does a power of sale authorize a mortgage ?
2. What is the effect upon a vendor's lien of his taking personal security ?
3. What are the vendors' rights under a condition for rescission if the purchaser take objections which he is unable or unwilling to remove ?
4. What are the obligations upon fiduciary vendors with respect to conditions of sale ?
5. When will taking possession by a purchaser amount to a waiver of title ?
6. Construe a devise to A and his children (a) where A has no children living at the time of the devise, (b) where he has,



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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

REAL PROPERTY AND WILLS.

HONORS.

Examiner: J. MCG. YOUNG, B.A.

1. What is a good root of title ?
2. What can be recovered as damages for breach of covenants for title and quiet enjoyment respectively ?
3. What is the rule as to payment of interest upon purchase money where no time for completion is fixed by the contract ?
4. When will compensation for defects in the estate be granted after conveyance ?
5. When will illegitimate children take under a gift in a will to children ?
6. What is the law as to the satisfaction of debts by legacies ?



University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

(CURRICULUM, 1888.)

CORPORATIONS.

Examiner: J. McG. Young, B.A.

1. When will a corporation be bound by a contract not under seal?
2. What must be established to fix a corporation with liability for the torts of its servants?
3. How far do directors occupy the position of trustees towards the company?
4. Explain the proposition that the prospectus must be regarded as the basis of the agreement which results from an application for shares and an allotment to the applicant.
5. Discuss the liability of directors upon contracts *ultra vires* the company.



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ANNUAL EXAMINATIONS: 1901.

FOURTH YEAR.

(CURRICULUM, 1888.)

CORPORATIONS.

HONORS.

Examiner: J. MCG. YOUNG, B.A.

1. What are the powers of a Corporation as to borrowing money?

2. What is the liability of a Corporation with respect to contracts *ultra vires* of which it has had the benefit? Give reasons.

3. Upon what principle does the Court act in interfering with the decision of a majority of the shareholders (a) upon matters affecting the internal management of the Company, (b) upon matters involving a change in the nature of the Company's business.

4. Explain and illustrate the distinction as to the liability of a Corporation upon contracts (a) *ultra vires*, (b) *intra vires* but irregular.

5. Discuss the liability of a director for the acts of his co-directors.

University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR LL.B.

(CURRICULUM 1888.)

CRIMINAL LAW.

PASS.

Examiner : HIS HONOR JUDGE MUIR, M.A.

HARRIS AND TASCHEREAU.

1. What is necessary to constitute a "seditious libel" ?
2. Explain the meaning of *constructive* breaking in burglary, and give an example.
3. What is necessary to constitute the misdemeanor called "forcible entry" ? State the remedy.
4. "A," the maker of a promissory note, pays it in full before maturity, but neglects to take up the instrument ; the payee endorses it over to a third person for value, is he guilty of forgery or not ?
5. Give a short account of the proceedings before a magistrate leading up to the summary conviction of an accused person.
6. On a trial for murder, is evidence on the part of the Crown of a former unsuccessful attempt or threat to murder by the prisoner admissible ? Explain.
7. If several prisoners, jointly indicted, are being tried together, may the wife of one of them be called to give evidence against any of them ?
8. What is a reprieve ? In what two cases is the Court bound to grant it ?

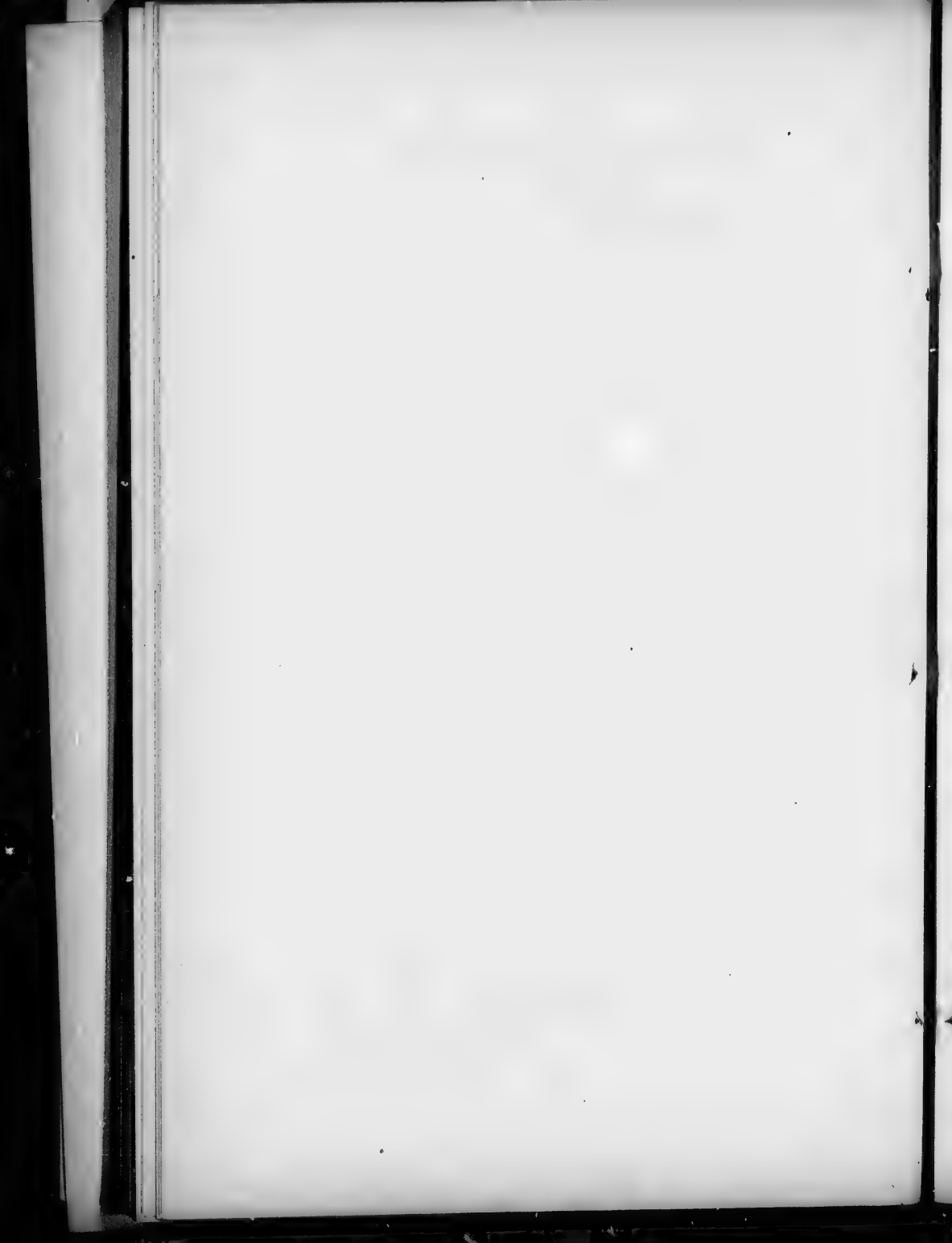
9. Explain the following terms:—

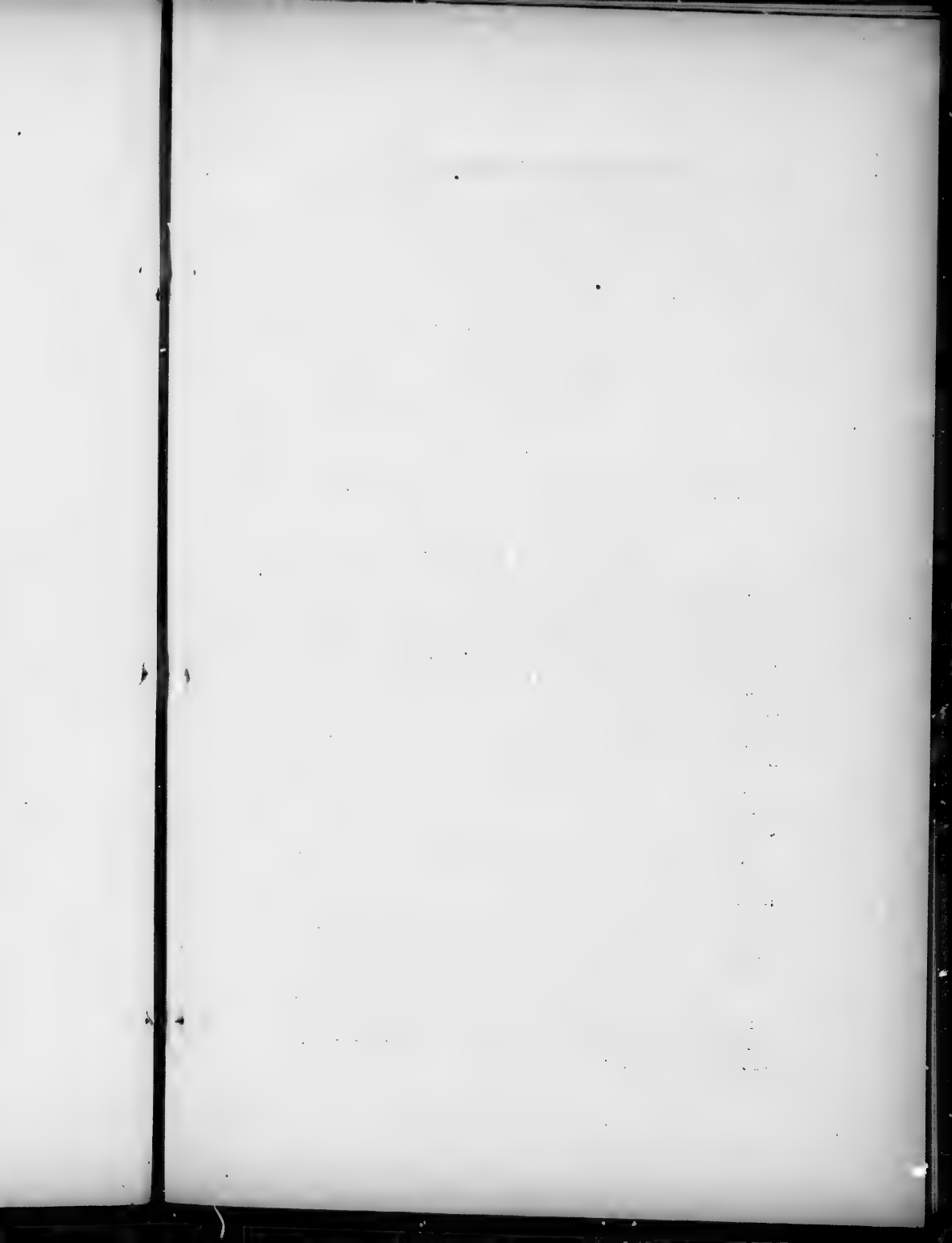
Tales de circumstantibus.

Peremptory challenge.

Misprison of treason.

Embracery.





University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

(CURRICULUM, 1888.)

CRIMINAL LAW.

HONORS.

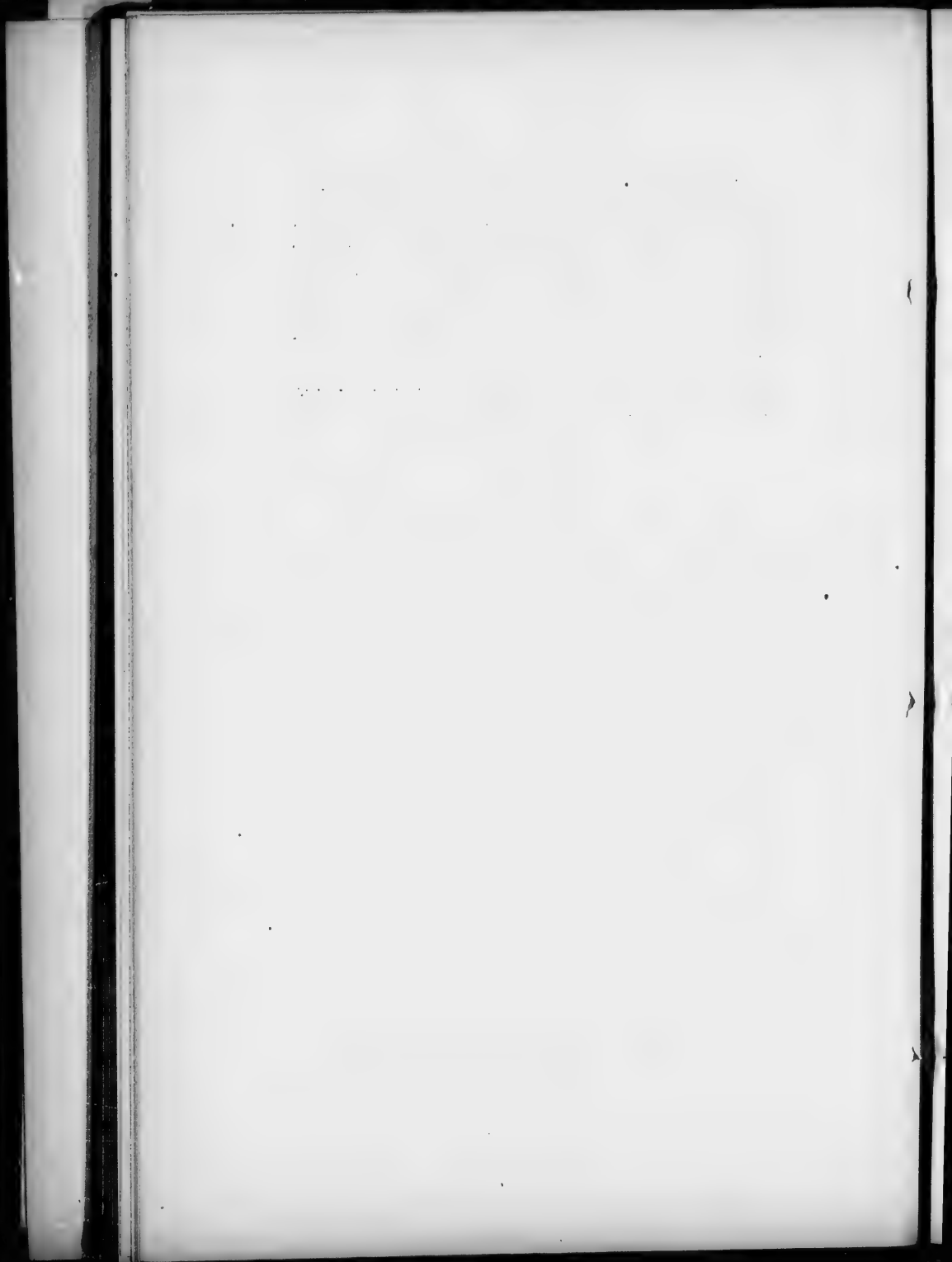
Examiner: HIS HONOR JUDGE MUIR, M.A.

HARRIS AND TASCHEREAU.

1. What is an indictment? Give a form in general terms in a case of larceny.
2. What powers has a Judge during a trial to direct the prosecution of a person for perjury?
3. Mention the special pleas in bar which may be set up by a prisoner.
4. In what manner is the validity of a challenge of a juror for favour determined?
5. Mention five chief points in which differences exist between the rules of evidence in civil and criminal cases.
6. Why are certain classes of convictions described as "summary"? Describe shortly two kinds of appeals from such convictions.
7. In case of the illness of a juryman during the progress of a criminal trial rendering him unable to continue in attendance, what course should be pursued?
8. The prisoner is charged with bigamy. The first marriage was contracted in Toronto, and the second in Detroit, what additional facts must be established by the Crown to secure a conviction?

9. "85. Every one who, unlawfully and with intent to defraud, by taking, by embezzling, by obtaining by false pretences, or in any other manner whatsoever appropriates to his own use or to the use of any other person, any property whatsoever, so as to deprive any other person temporarily or absolutely of the advantage, use or enjoyment of any beneficial interest in such property in law or in equity, which such other person has therein, is guilty, &c."

Give the origin of this section, and state any objections to the provisions therein.



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ANNUAL EXAMINATIONS: 1891.

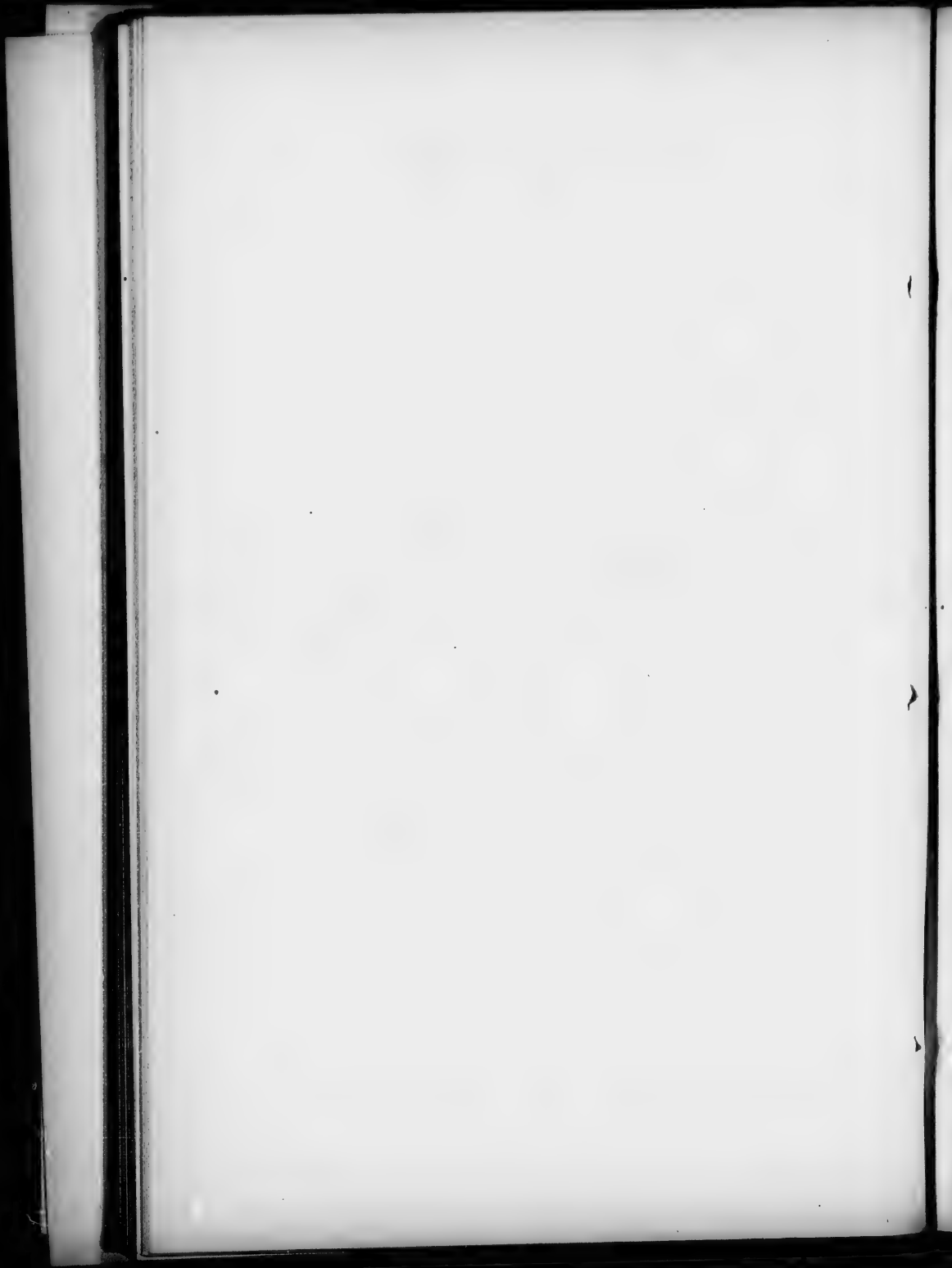
CANDIDATES FOR LL.B.

(CURRICULUM OF 1888.)

EQUITY.

Examiner: J. MCG. YOUNG, B.A.

1. Explain and illustrate the maxim that equity looks to the intent rather than to the form.
2. When will a purchase by a trustee of the trust estate be upheld in equity?
3. Give an example of each of the several kinds of legacies. Which is the most beneficial to the legatee? Why?
4. Explain and illustrate the doctrine of performance.
5. What are the liabilities of a mortgagee in possession?
6. What are the general rules with respect to the cancellation of (a) void, (b) voidable instruments.



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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

(CURRICULUM 1888.)

EQUITY.

HONORS.

Examiner: J. McG. Young, B.A.

1. In what respects are gifts to charities more favored than gifts to individuals?

2. What are the meaning and effect of the decision that a use cannot be limited on a use?

3. What distinction is there in Equity between the construction of executory trusts in marriage articles, and in wills?

4. What are the essentials of a valid *donatio mortis causa*. Can a cheque be the subject of a *donatio*?

5. When will Equity give relief in the case of the non-execution of a power?

6. When will specific performance with compensation be decreed against a purchaser?



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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

MAINE'S ANCIENT LAW.

Examiner: J. McG. YOUNG, B.A.,

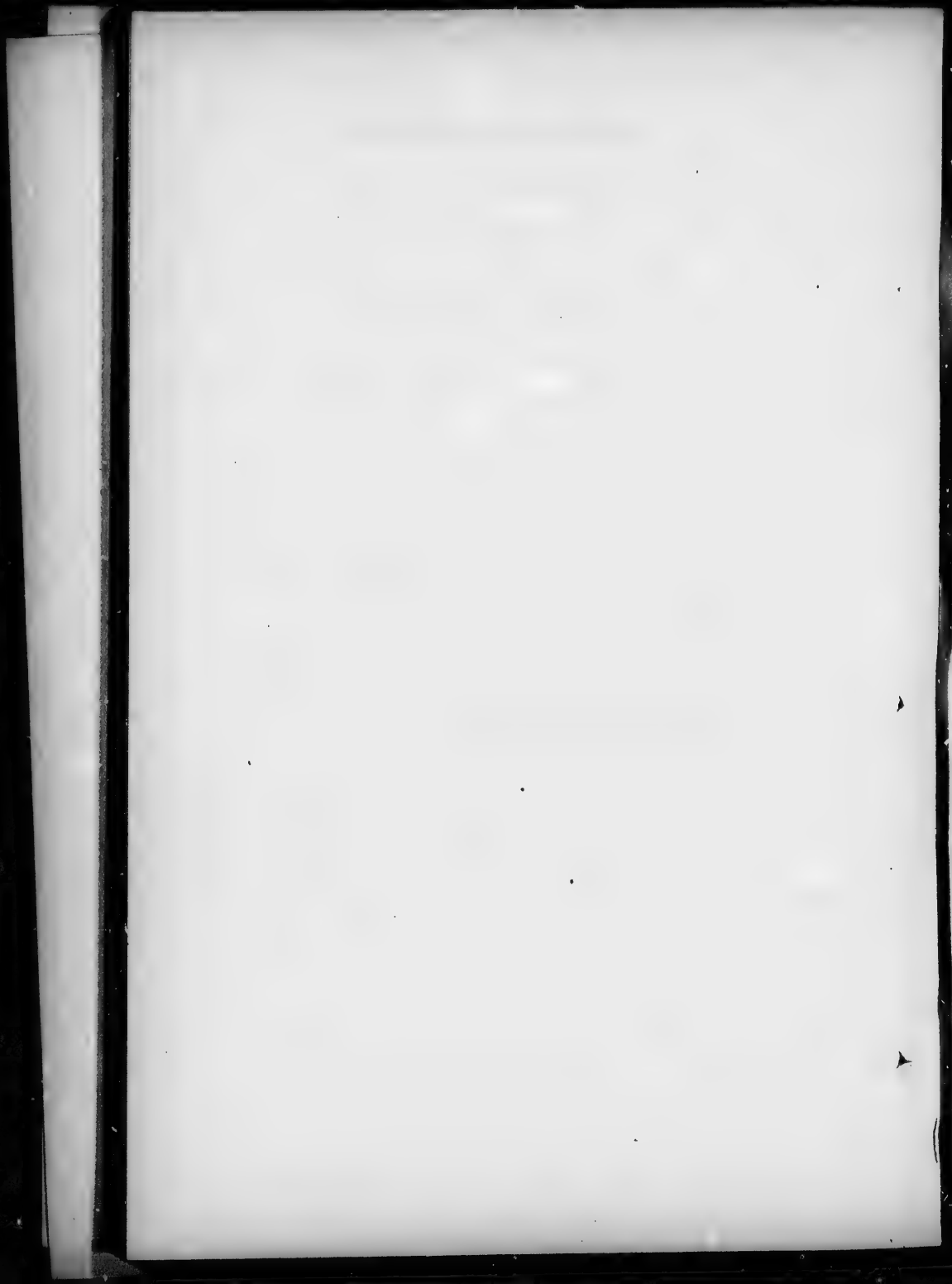
1. What was the law at Rome as to perfecting title by length of possession?

2. What features have Roman and English Equity in common?

3. Explain and illustrate the operation of *Legal Fictions* in harmonizing law with the requirements of Society.

4. "The movement of progressive societies has hitherto been from *Status* to *Contract*." Explain.

5. Discuss briefly the influence of the Stoic philosophy upon Roman jurisprudence.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR LL.B.

MAINE'S ANCIENT LAW.

HONORS.

Examiner ; J. McG. YOUNG, B.A.

1. What was *emphyteusis* and what later tenure resembled it?
2. "In the progress of jurisprudence contracts were absorbed by pacts." Explain this proposition.
3. What was the reason of the especial privileges extended to creditors at Rome?
4. Trace briefly the development of a system of Criminal Jurisprudence.
5. To what does Maine ascribe the origin of private property?

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

(CURRICULUM 1888.)

CONTRACTS.

PASS.

Examiner: HIS HONOR JUDGE MUIR, M.A.

ANSON.

1. In *Xenox v. Wickham*, a policy of marine insurance was "signed, sealed, and delivered" by the defendants, the insurers, but was never accepted by the plaintiff, having remained in the defendant's office until the loss. Were the insurers liable? Give reasons.

2. State the provisions of the 4th section of the Statute of Frauds.

3. "The most common form in which a forbearance as a consideration for a promise is in the compromise of an action."

What elements are necessary to make forbearance a good consideration?

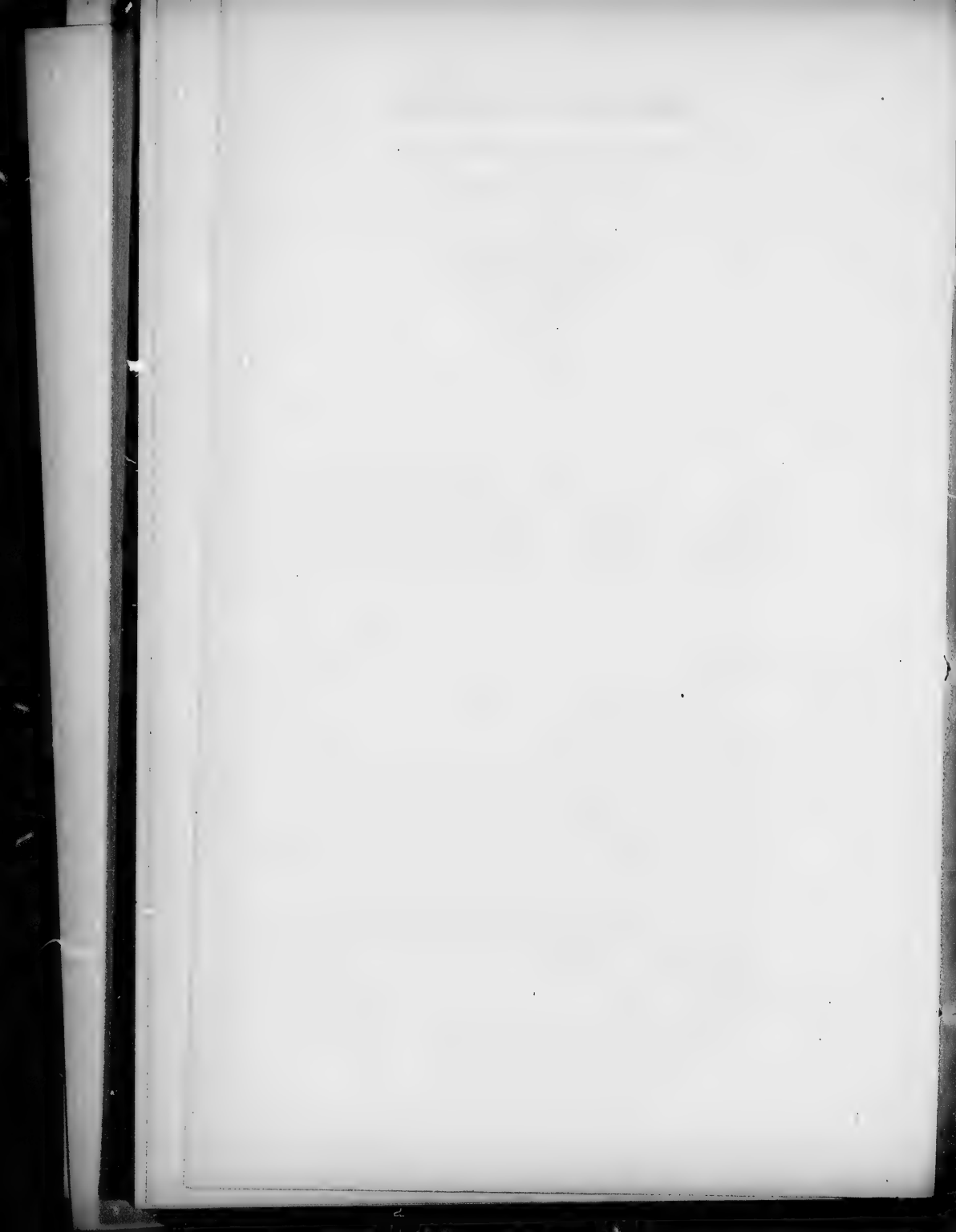
4. An executor sued for a breach of promise to marry the deceased, the promise having been broken, and a right of action having accrued in the lifetime of the testatrix. The action failed. Give reasons.

5. What is necessary on the part of a debtor in order to defend himself in an action successfully by a plea of tender?

6. Does an action lie for procuring a breach of any contract? If not, then does the exceptional rule applicable to the contract of master and servant apply to the manager of a theatre and the actors whom he engages to perform?

7. Is there any, and if so, what implied condition in an agreement for the letting of a furnished house?

Explain the principle involved.





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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

(CURRICULUM, 1888.)

CONTRACTS.

HONORS.

Examiner: HIS HONOR JUDGE MUIR, M.A.

ANSON.

1. Give the provisions of Lord Tenterden's Act relating to contracts of infants, and state in what respects it has been varied by subsequent legislation.

2. "In *Molton in Camroux*, a lunatic purchased annuities, paid the money and died. His administratrix sued to recover back the money on the ground that the contract was void." Give the rule of law governing the decision.

3. The acceptor of a Bill of Exchange induced the defendant to endorse it, assuring him that he was signing a guarantee. The plaintiff was a subsequent *bona fide* indorsee for value. What was held?

4. Define *condition precedent* and *warranty*, shewing wherein they are unlike.

5. "The rules respecting the right to rescind contracts entered into under undue influence follow, so far as equity is concerned the rules which apply to *fraud*, but with one noticeable qualification." Explain.

6. Will a debt barred by the Statute of Limitations constitute a sufficient consideration to support a subsequent promise to pay it?

7. The plaintiff, a professional singer, entered into a contract for the exclusive use of his services as a singer for a length of time, and upon a number of terms, one of which was, that he should be in London without fail at least six days before the commencement of his engagement, for the purpose of rehearsals. He arrived two days only before the time agreed upon.

What was held by the Court in the action for having wrongfully put an end to the agreement ?

, M.A.

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University of Toronto.

ANNUAL EXAMINATIONS : 1891.

FOURTH YEAR.

(CURRICULUM, 1888.)

ELMSLEY ON DOMESTIC RELATIONS.

Examiner : J. McG. YOUNG, B.A.

1. For what causes may a master lawfully discharge his servant without notice ?
2. Trace the history of the law with respect to the validity of separation deeds.
3. "Marriage is more than a contract ; it is a *Status*." Explain.
4. Contrast briefly the rights and duties of a parent and a guardian.
5. What was the common law liability of a husband for the antenuptual torts of his wife, and how has it been affected by legislation ?
6. When will an allowance for maintenance be made to a father for the support of his child ?

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ANNUAL EXAMINATIONS: 1891.

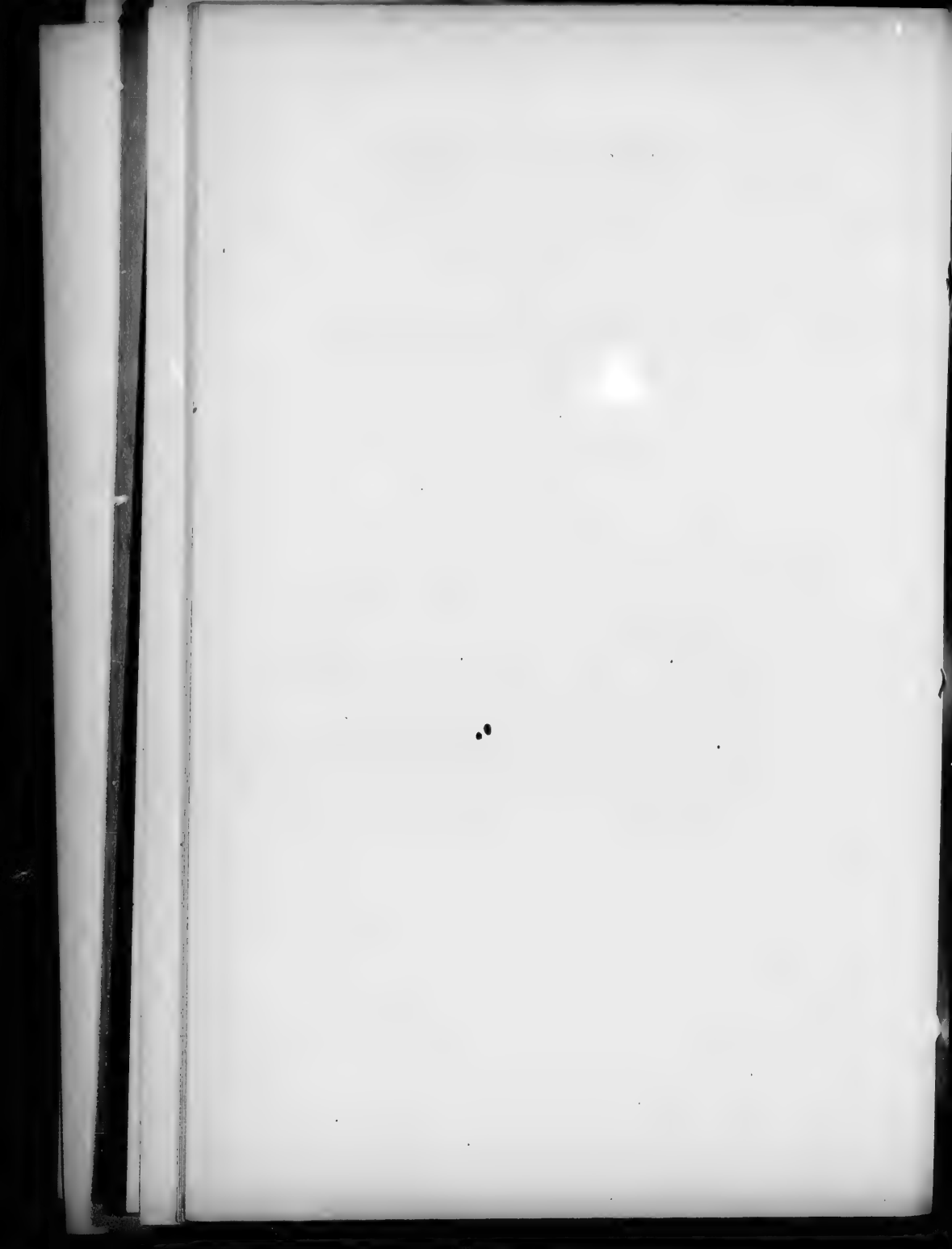
FOURTH YEAR.

ELMSLEY ON DOMESTIC RELATIONS.

HONORS.

Examiner: J. McG. YOUNG, B.A.

1. What are the rights and liabilities of an Infant lessor?
2. When must a contract of hiring be in writing?
3. Can an infant of tender years be guilty of contributory negligence?
4. Discuss briefly the doctrine of restraint upon anticipation. How is it affected by the Married Women's Property Act?
5. What are the principles of English law with respect to the legitimacy of a child conferred by the after-marriage of its parents?
6. What is meant by the "Emancipation" of a child?



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR LL.B.

(CURRICULUM, 1888.)

CONFLICT OF LAWS.

PASS.

Examiner : HIS HONOR JUDGE MUIR, M.A.

WESTLAKE.

1. Is a marriage contracted in Utah Territory, where polygamy is lawful between a man and a woman professing the Mormon faith, both single at the time, recognizable in England ?

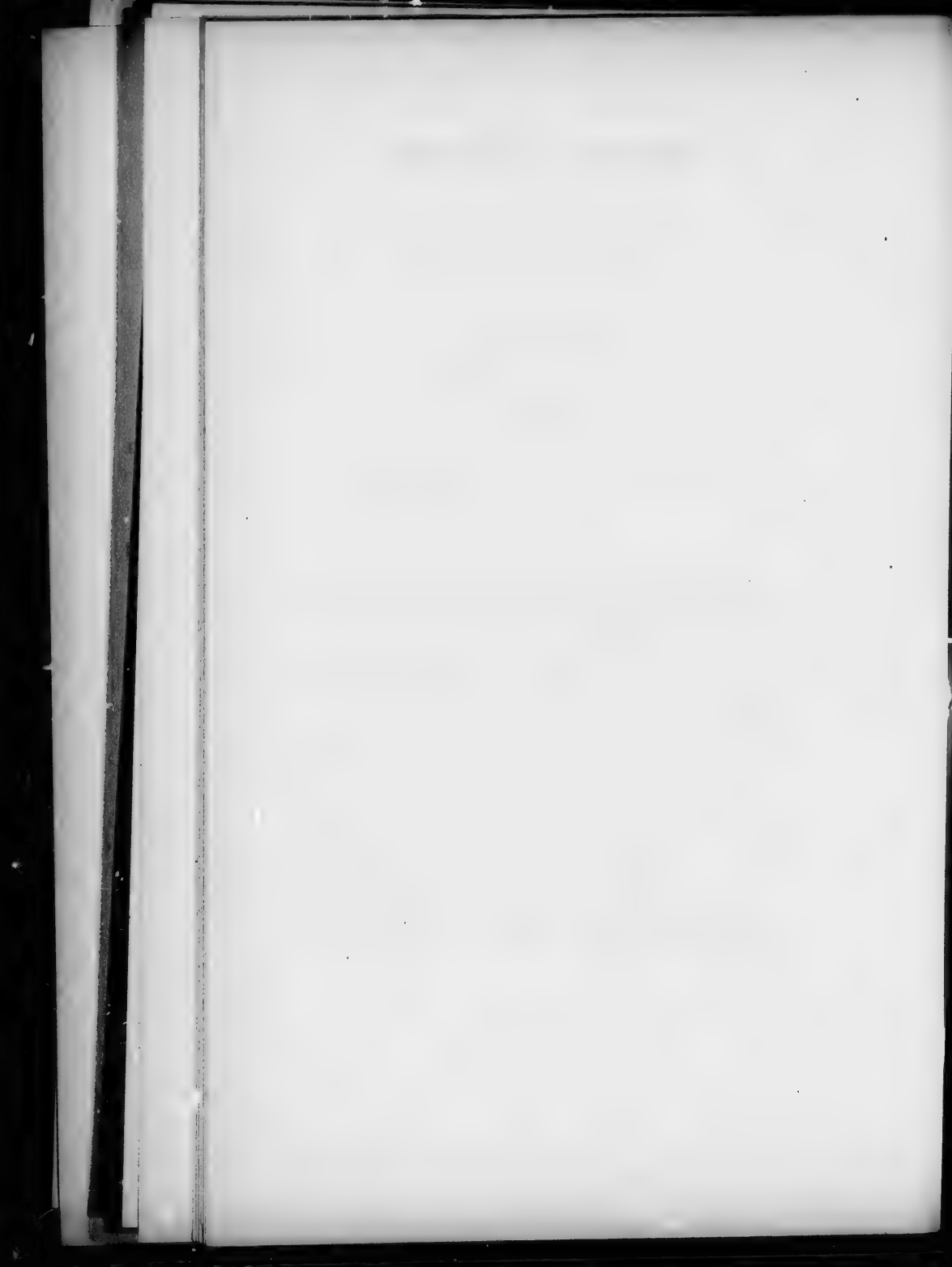
2. Do English Courts, in any, and if in any, in what cases entertain suits respecting lands situate in a foreign country ?

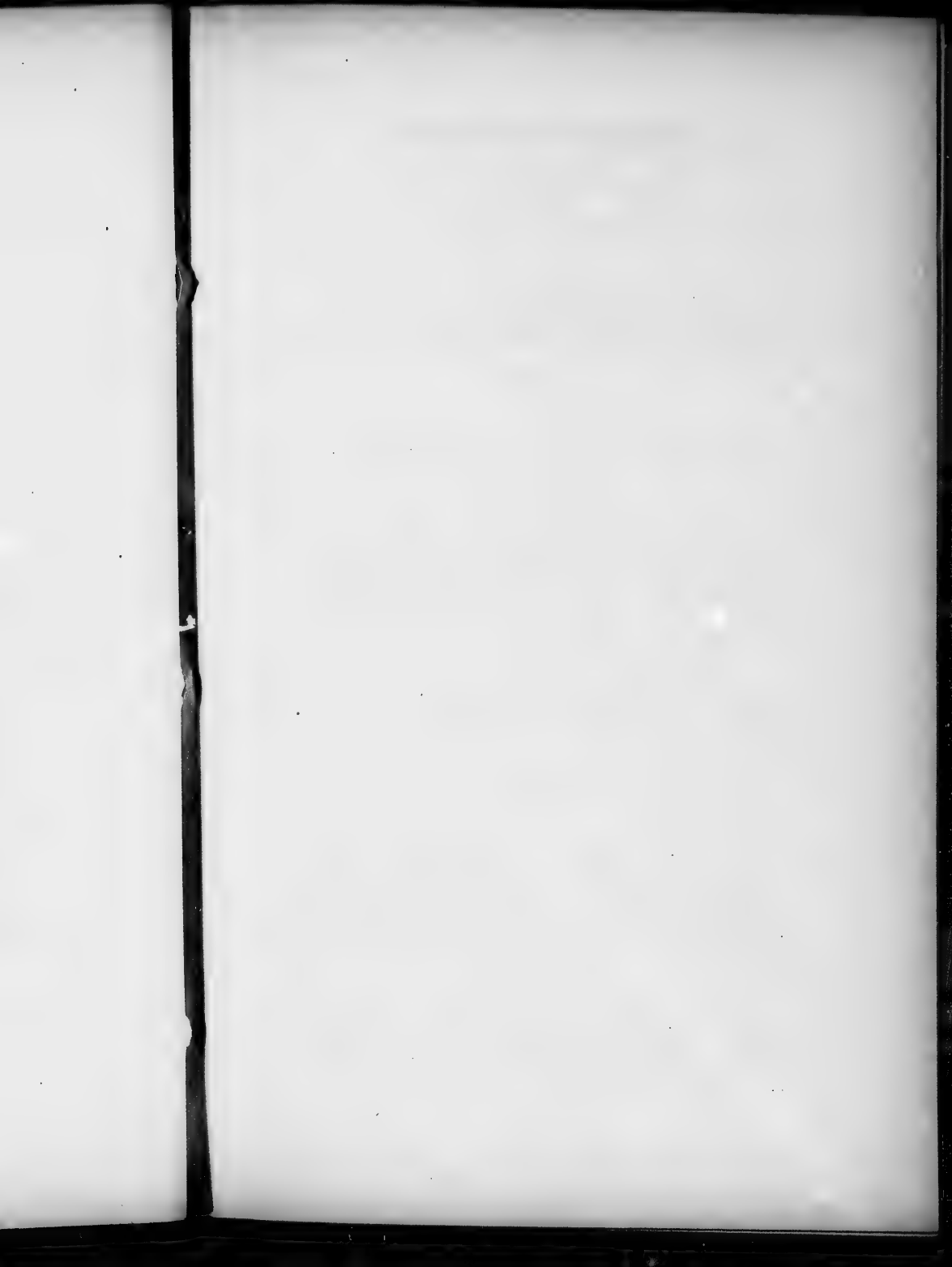
3. Name three indispensable requisites to the validity of marriage to be satisfied by the *lex loci actus*.

4. Where is the "place of contracting" in the case of a contract made *inter absentes* by an interchange of letters or telegrams ?

5. Give the English rule with respect to the mode of proving foreign laws in proceedings in English Courts.

6. Is it allowable to bring actions in English Courts against foreign States or foreign Sovereigns ? What principle is involved ?





University of Toronto.

ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR LL.B.

(CURRICULUM, 1888.)

CONFLICT OF LAWS.

HONORS.

Examiner : HIS HONOR JUDGE MUIR, M.A.

WESTLAKE.

1. "Two causes affecting the tie of marriage, jactitation of marriage and nullity of marriage; and two affecting the personal relations of the parties during the continuance of that tie, divorce *a mensa et toro* and restitution of conjugal rights, were ancient subjects of ecclesiastical jurisdiction."

How was the uniformity of the law when so administered preserved? What change took place and what new feature was introduced at the time of the reformation? When was the episcopal jurisdiction in England abolished?

2. Mention an exception to the rule that by the comity of nations the laws of foreign countries are to be respected.

3. An English trading company possessed of a pier in a port in Spain, instituted a cause of damage against an English ship for negligently injuring the pier. The ship owners pleaded that by the law of Spain the master and mariners of a ship, and not the owners, were liable, as by English law. What was held to be the rule of law?

4. "B," a resident in San Francisco, brought an action against "C," in England. "C," then commenced an action in San Francisco respecting the same subject matter. What must be shewn by "B." to enable him to restrain "C.'s" action?

5. (a) Change of domicile of origin to one of choice.
(b) Intentional resumption of the domicile of origin, after possessing a domicile of choice.
(c) Change of one domicile of choice to another.
Death happening *in itinere*, give the last domicile in each case.

6. How may foreign judgments *in personam* be enforced in England? Mention some conditions affecting the validity of foreign judgments, the absence of which would oust the jurisdiction of the English Court?

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ANNUAL EXAMINATIONS : 1891.

CANDIDATES FOR LL.B.

JURISPRUDENCE.

HONORS.

Examiner : J. MCG. YOUNG, B.A.

1. Lorimer characterizes his work as "an attempt to vindicate the necessary character of Jurisprudence as a branch of the science of Nature." Explain briefly.

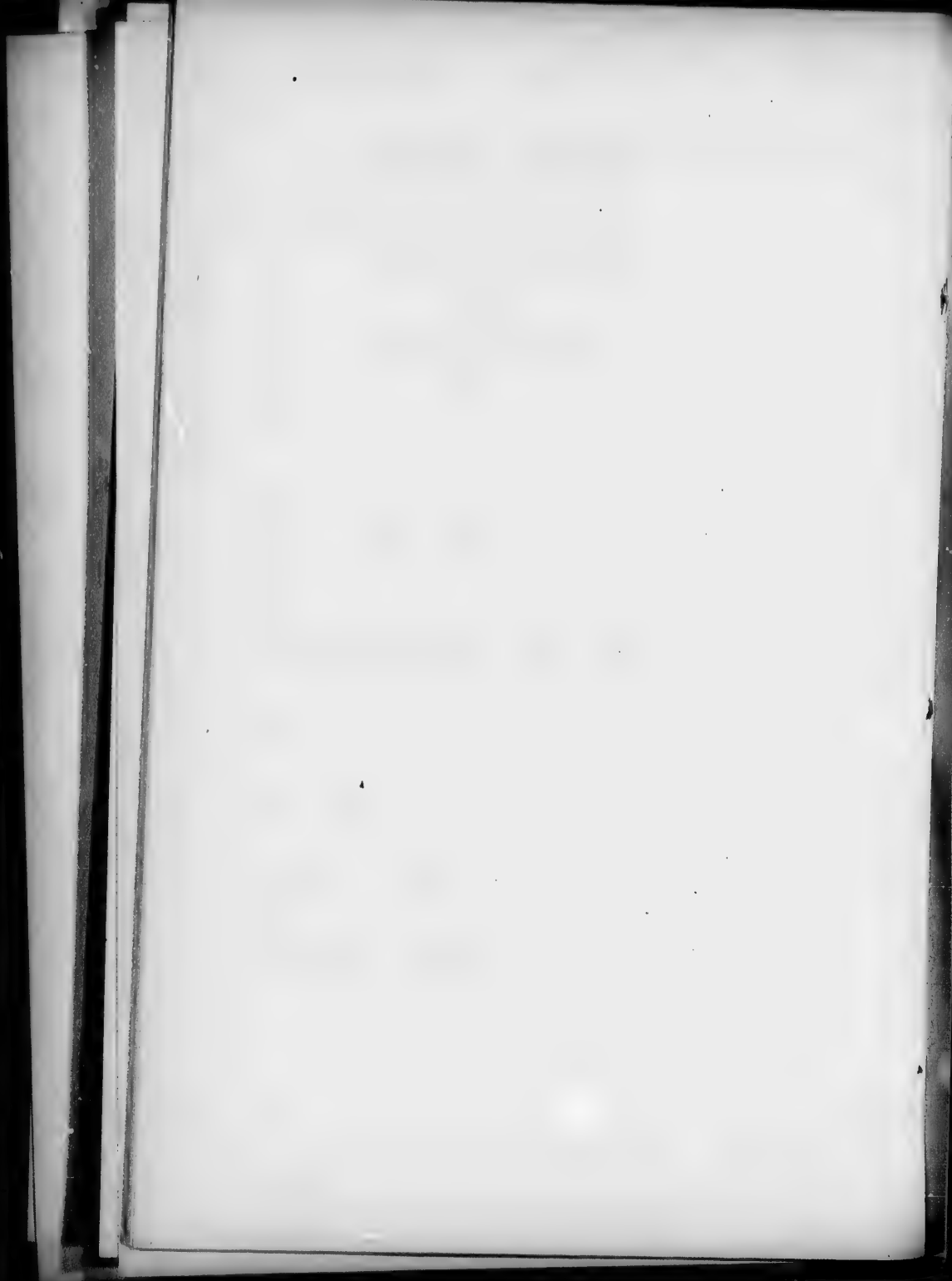
2. Shew (a) why human enactments never attain to the full character of positive laws ; and (b) why judicial sentences may honestly fail to realize the Law of Nature in an individual case."

3. Discuss the statement that the right to be involves the right to dispose of the fruits of being *mortis causa*.

4. What are the means by which the community declares its Rational will, and what is the relation between them ?

5. Explain the relation of Liberty to (a) Order, (b) Equality.

6. State briefly the function of (a) the Church ; (b) the School ; (c) the Press in the formation by the Community of its Rational will.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

OPERATIVE DENTISTRY. PASS AND HONORS.

Examiner : J. G. ROBERTS, D.D.S.

NOTE. — Candidates for Honors will take the whole paper, and Pass Candidates only those questions marked with an asterisk.

*1. Name the materials used for capping pulps. Select three you consider the best, and discuss their composition and relative values.

*2. Describe the proper method of filling with gold the approximate cavities in the first and the second upper left molars.

*3. Discuss the relative values of the different materials used in filling roots of teeth. Which is best, and why ?

4. How should decayed deciduous teeth be treated ? Give signs and symptoms of Pathological dentition and methods employed for affording relief.

*5. What Pathological results may follow the death of the pulp ? How is Pulpitis distinguished from Periodontitis ?

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ANNUAL EXAMINATIONS: 1891.

DENTAL PROSTHETICS. PASS AND HONORS.

Examiner: G. ADAMS SWANN, D.D.S.

Candidates for Honors take whole paper. Pass Candidates only those marked with an asterisk.

*1. Explain the difficulties met with in taking the "bite," and give best methods of overcoming these difficulties.

*2. How would you construct a full lower denture on a gold base, attaching the teeth with hard solder?

*3. Under what circumstances would you attach teeth to gold plate with solder, and when would you use other methods? Explain advantages and disadvantages of each.

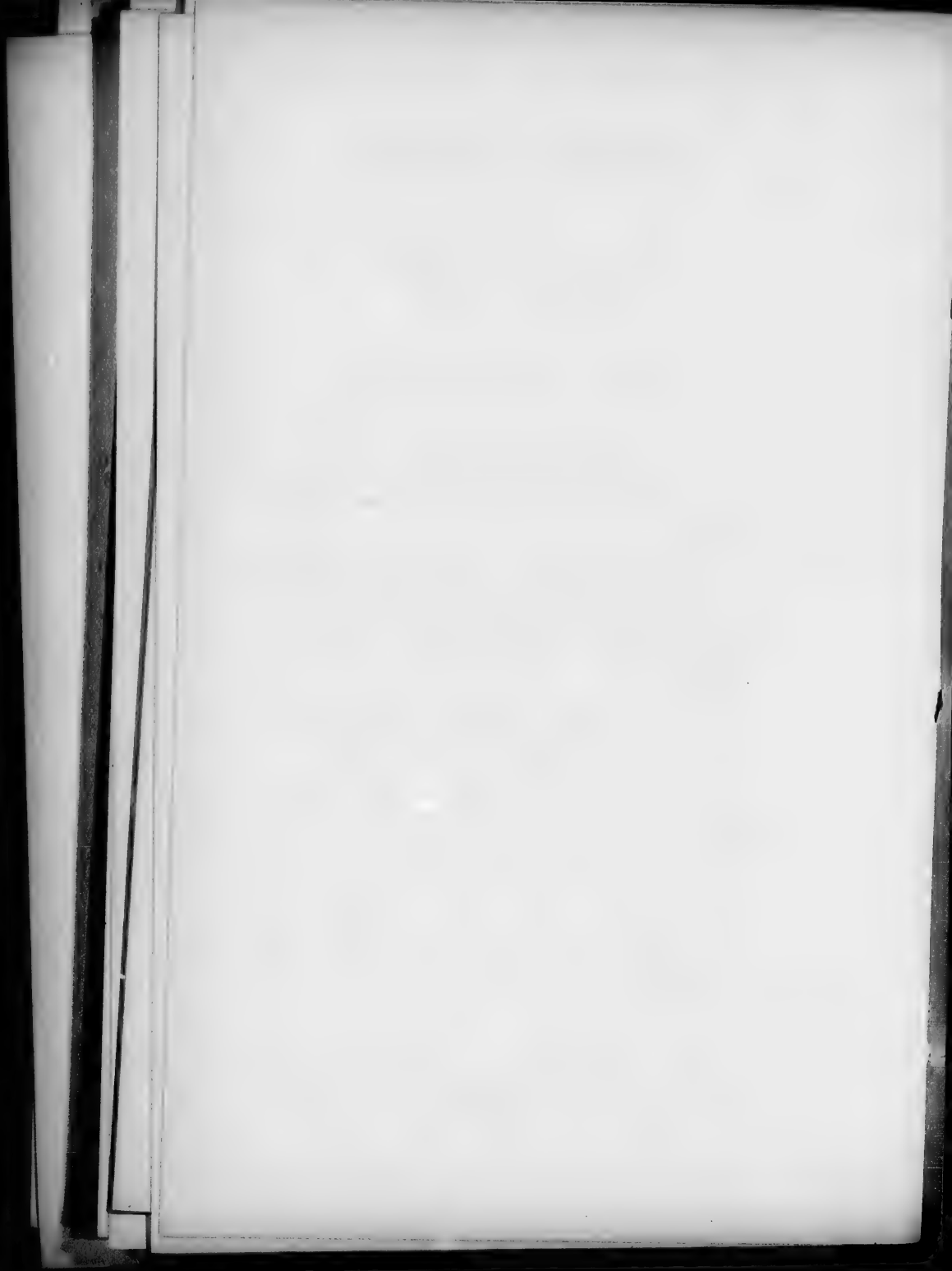
*4. Describe conditions which would make it necessary to extract a tooth, and make a partial denture to supply its place. Give the different reparative methods you would employ at different stages in disease.

*5. Describe minutely the best method of constructing or applying clasps. Explain dangers connected with their use, and how guarded against.

6. Describe construction of best form of crown for second bicuspid.

7. A case is presented of lower jaw fractured between second bicuspid and first molar. The upper first molar on opposite side is missing. How would you construct the best form of interdental splint for this case?

8. Describe the normal articulation of the upper and lower teeth, giving the outlines they present. Explain the advantages gained by this arrangement: 1st, with natural teeth; 2nd, with artificial substitutes, especially where all the teeth are replaced.



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ANNUAL EXAMINATIONS: 1891.

DEGREE OF D.D.S.

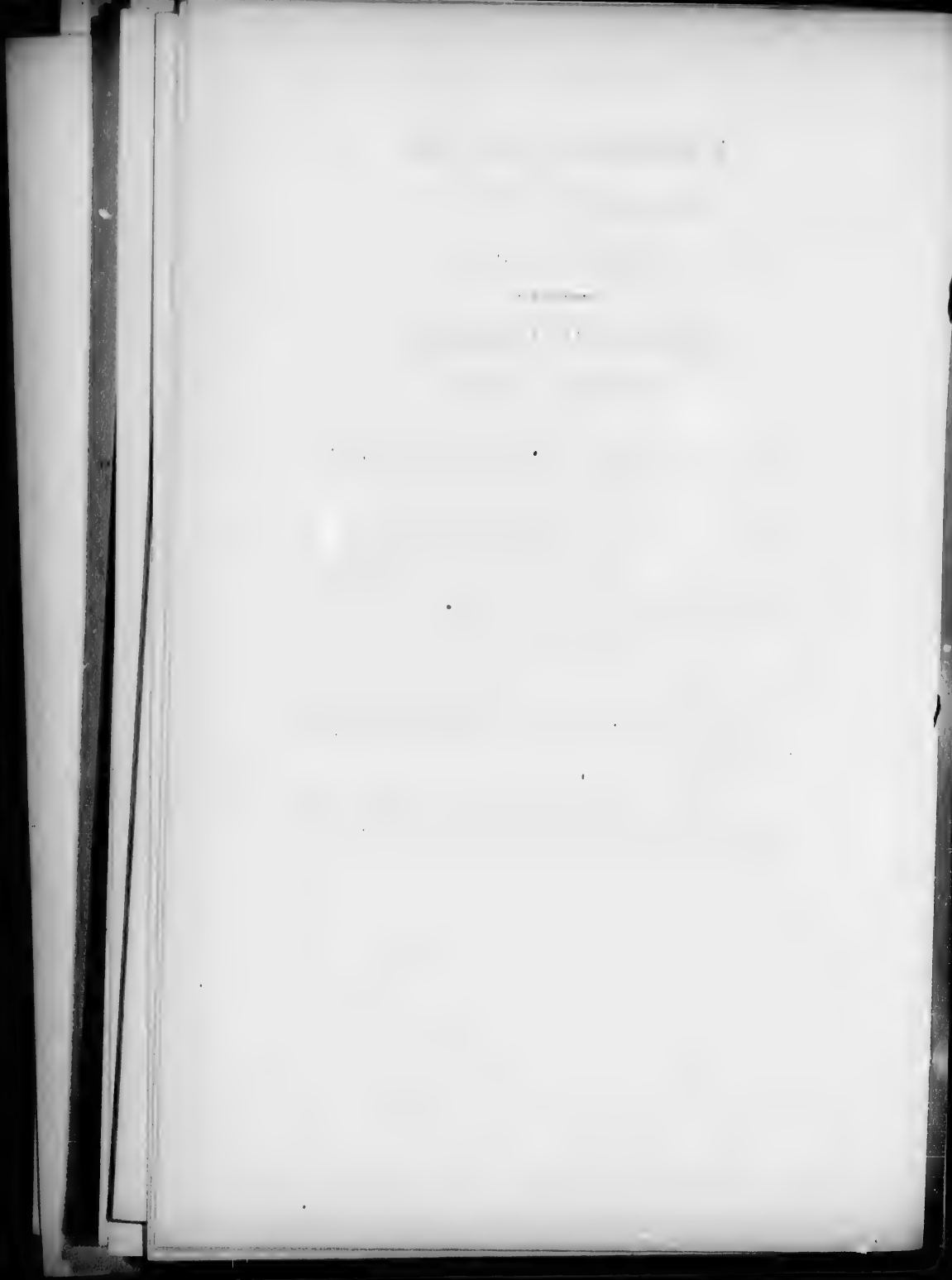
MEDICINE AND SURGERY.

PASS AND HONORS.

Examiner: L. TESKEY, M.D., C.M., M.R.C.S., ENG.

NOTE.—Candidates for Honors will take the whole paper, and Pass
Candidates only those questions marked with an asterisk.

- *1. Describe a Salivary fistula. Give its treatment.
- *2. Give the diagnosis and treatment of a Fibromatous tumor growing in the mouth.
- *3. Define an Abscess, name their varieties and give their treatment.
- *4. What is meant by Antiseptic treatment of wounds? Describe the methods by which it may be accomplished.
5. Describe a Rodent ulcer.
6. Mention the causes of Necrosis of bone, and describe the process of the Separation of the Sequestrum.



University of Toronto.

ANNUAL EXAMINATIONS: 1901.

DEGREE OF D.D.S.

DENTAL HISTOLOGY.

PASS AND HONORS.

Examiner: L. TESKEY, M.D., C.M., M.R.C.S., ENG.

NOTE.--Candidates for Honors will take the whole paper, and Pass
Candidates only those questions marked with an asterisk.

- *1. Describe the structure of the Enamel.
- *2. What are interglobular spaces? Where are they mostly found? Explain how they are formed.
- *3. Describe the structure of the Pulp.
- 4. Mention the sources of nourishment for the Dentine, and explain how its vitality may be maintained after the Pulp has been destroyed.
- 5. Describe the development of secondary Dentine.

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ANNUAL EXAMINATIONS: 1901.

DEGREE OF D.D.S.

DENTAL PATHOLOGY.

Examiner: R. M. FISHER, M.B.

NOTE.—Candidates for Honors take the whole paper, and Pass Candidates only those questions marked with an asterisk.

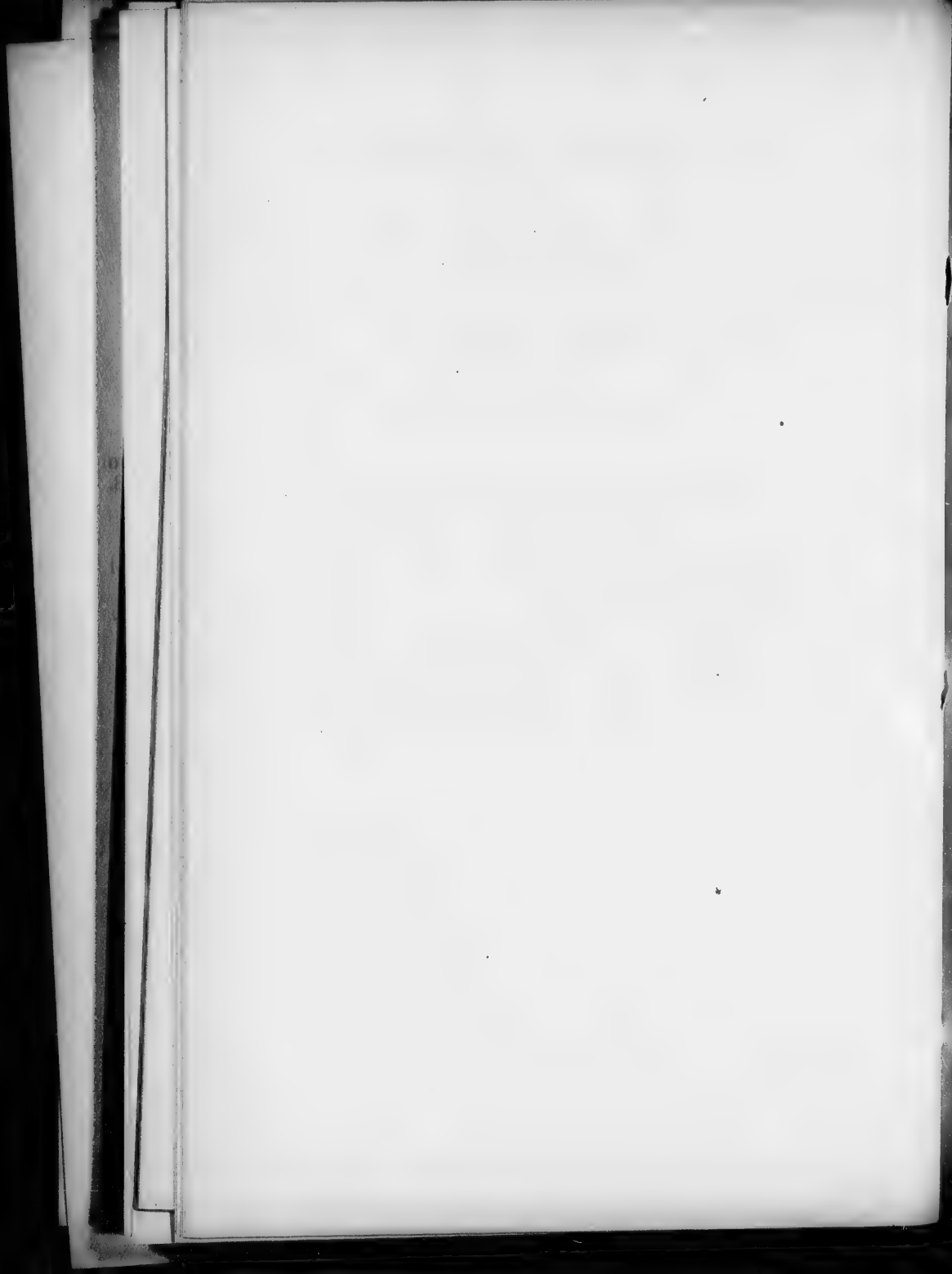
*1. Give the pathology of an acute inflammation occurring in a Dental pulp terminating by resolution.

*2. How does the structure of a cicatrix differ from the natural integument.

*3. Describe the process in healing in the soft tissues (a) by primary union, (b) by granulation.

4. What is pus? What other fluids may it be mistaken for? Give ordinary distinguishing test.

5. Give the pathology of Pyorrhoea Alveolaris.



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ANNUAL EXAMINATIONS : 1891.

DEGREE OF D.D.S.

MATERIA MEDICA AND THERAPEUTICS. PASS AND HONORS.

Examiner : R. M. FISHER, M.B.

NOTE.—Candidates for Honors take the whole paper, and Pass Candidates only those marked with an asterisk.

1. Explain the Therapeutical and Physiological action of, and the indications for the employment of the following drugs: Potassium-Bromide, Morphia Sulphate, Aconite, Magnesium Sulphate.

2. Opium, from what obtained? Mention its principal preparations. How much of the Tincture would be represented by two grains of the pure drug?

*3. Iodine, from what obtained; to what class of remedies does it belong; what is its therapeutical value as applied to Dentistry.

*4. Classify. Give therapeutical and the poisonous dose of Bichloride of Mercury, Strichnia, Arsenious Acid, Carbolic Acid. What is the antidote for Arsenic?

*5. Write a prescription for a mixture containing the following drugs in their ordinary doses: Tincture Opium, Chloral Hydrate, Tincture Belladonna, Spts. Chloroform, Syrup Aurantii, add water to make six ounces. Dose, one tablespoonful.

*6. What is the therapeutical action of ice, when applied to an inflamed part? For example, threatened Alveolar Abscess.

*7. Define the following terms: Anaesthetic, Narcotic, Anodyne, Sialogogue, Epispastic, Rubefacient, giving examples of each.

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ANNUAL EXAMINATIONS: 1891.

FACULTY OF DENTISTRY.

ANATOMY.

PASS AND HONORS.

Examiner: GEO. A. PETERS, M.B., F.R.C.S., ENG.

NOTE.—Candidates for Honors will take the whole Paper, and Pass Candidates only those questions marked with an asterisk.

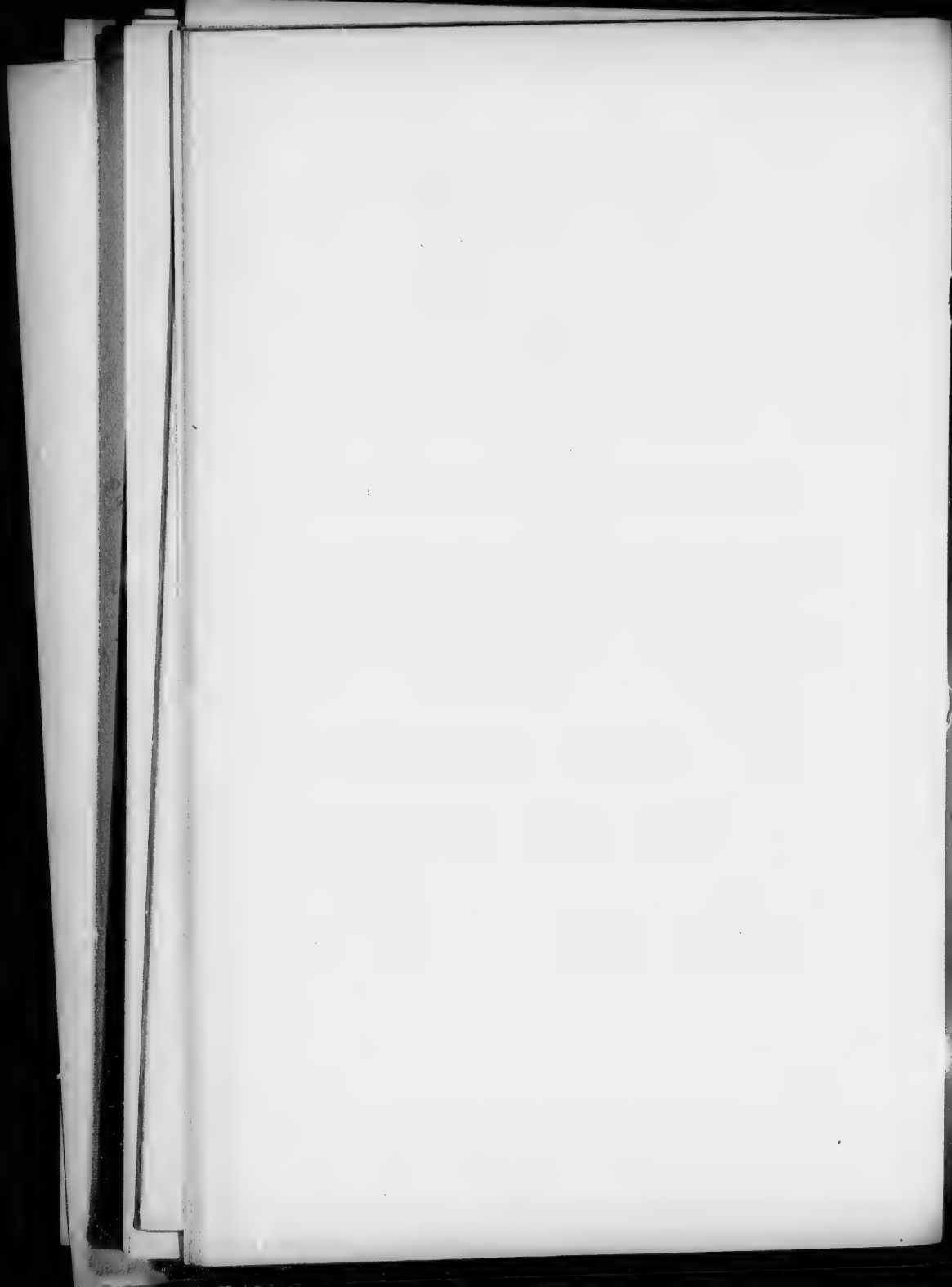
*1. Give the origin, insertion, action and nerve supply of the Digastric, Mylo-hyoid, and Internal Pterygoid Muscles.

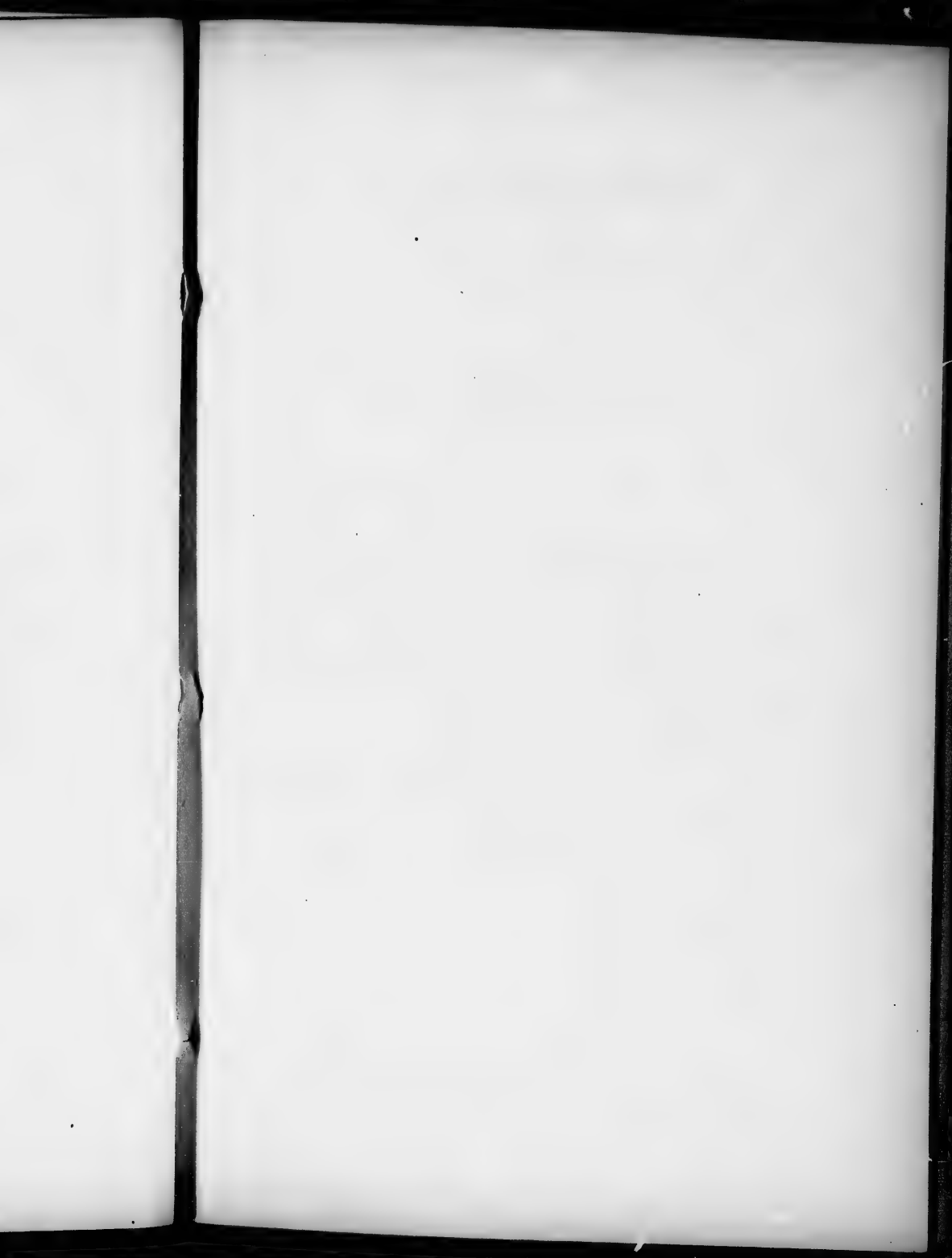
*2. Describe the right Pleura, and give its chief relations.

*3. Give the course, relations, branches and distribution of the Facial Artery as far as the angle of the mouth.

*4. Give the distribution of the Inferior Dental Nerve. Also from the point at which it enters the foramen in the lower jaw, trace its fibres back to the brain.

5. Describe the bony formation of the nasal cavities, and mention the channels of communication between them and their neighboring cavities.





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ANNUAL EXAMINATIONS: 1891.

DEGREE OF D.D.S.

PHYSIOLOGY.

PASS AND HONORS.

Examiner: T. F. McMAHON, M.B.

NOTE.—Candidates for Honors will take the whole Paper, and Pass Candidates only those marked with an asterisk.

*1. Give brief answers to the following questions:

(a) Quantity of blood in body and how determined?

(b) What part do white corpuscles and red corpuscles respectively take in the coagulation of the blood? Prove your statements.

(c) Origin, size, structure, properties and functions of the red blood corpuscles?

(d) Enumerate the gases of the blood and compare the percentage of each in venous and in arterial blood. In what form does each exist in the blood?

(e) Describe peculiarities of blood of portal vein, giving reasons for the same, and compare it with hepatic venous blood.

*2. Describe the structure and functions of an intestinal villus.

Compare osmosis and filtration.

*3. Discuss the cause of the normal beat of the heart and the influence of the nervous system therein.

*4. Classify foods. Where and how are the nitrogenous elements digested and absorbed; what are their uses in the animal economy, and in what form do they leave the body?

5. Enumerate briefly the functions of :

- (1) The cerebral cortex ;
- (2) The superficial grey matter of cerebellum ;
- (3) The medulla oblongata ;
- (4) The spinal cord ;
- (5) The ganglia on the posterior roots of the spinal nerves.

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ANNUAL EXAMINATIONS : 1891.

DEGREE OF D.D.S.

CHEMISTRY.

Examiner : W. THEOPHILUS STUART, M.B.

NOTE.—Candidates for Honors will take the whole paper, and Pass Candidates only those questions marked with an asterisk.

*1. Explain the following terms : Gravitation, Adhesion, Cohesion, Chemical affinity.

*2. How is Carbon Bisulphide prepared ? Give its properties and uses.

*3. For what purposes are the following substances chiefly used : Hydrogen Dioxide, Chlorine, Sulphur Dioxide, Iodine and Carbolic Acid.

*4. Illustrate the conversion of electrical energy into Magnetism Heat, Light, and Chemical energy, also illustrate the physiological effects of Electricity.

*5. How is Alcohol prepared ? Shew the relation that Alcohol Aldehyde and Acetic Acid bear to each other, and illustrate by formulae.

6. Shew, by chemical tests, that Saliva is capable of transforming Starch into Sugar. What constituent of Saliva is supposed to bring about this change ?

7. Give the uses and formulae of Amyl Nitrite Sulphuric Ether and Iodoform.

8. Explain a natural classification of the elements according to the arrangement of Mendelejeff and Lothar Meyer.

What is meant by the " Periodic Law ? "

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

IN THE ONTARIO AGRICULTURAL COLLEGE, GUELPH.

**QUALITATIVE AND QUANTITATIVE
ANALYSIS.**

Examiner : J. BURWASH, D. SC.

1. Determine three bases and one acid in A.
2. Estimate the percentage of lime (CaO) in B.





University of Toronto.

ANNUAL EXAMINATIONS: 1891.

IN THE AGRICULTURAL COLLEGE, GUELPH.

THIRD YEAR.

INORGANIC CHEMISTRY.

Examiner: FRANK T. SHUTT, M.A.

1. Give an explanatory outline of the "Periodic system of the elements," (*Mendelejeff*) using the group Nitrogen, Phosphorus, Arsenic, Antimony and Bismuth as an illustration.

2. A solution of Silver nitrate requires for complete precipitation 15.5 litres of Hydrogen sulphide measured at 17.5°C and 762^m Bar.

Find the weight in grams of the precipitate and of Silver (Ag.) originally in solution.

3. A Platinum salt is found to have the following composition:

Platinum	48.13
Hydrogen	2.96
Nitrogen	13.83
Chlorine	35.07
	99.99

Deduce its formula:

$$(\text{Pt} = 194.9 : \text{Cl} = 35.5 : \text{N} = 14.)$$

4. Give the proofs for the assertion that the molecule of Ozone contains three atoms.

5. Write equations representing the following reactions :

- (a) Chlorine gas on Potassic Iodide in solution.
- (b) Water on Chlorine monoxide.
- (c) Water on Nitrogen pentoxide.
- (d) Hydrogen sulphide on Arsenic acid, in solution.
- (e) Hydrogen Sulphide on Ferric chloride, in solution.
- (f) Ammonium Hydrate on Ferric chloride, in solution.
- (g) Potassium Hydrate on Aluminum chloride, in solution.

6. State Avogadro's hypothesis, and explain its use in determining the molecular weight of gaseous compounds.

7. Explain what is meant by the valency of an element. Can an element possess different valencies? Illustrate your answers with examples.

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ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

IN THE AGRICULTURAL COLLEGE, GUELPH.

ORGANIC CHEMISTRY.

Examiner: FRANK T. SHUTT, M.A.

1. Describe two methods for the estimation of Nitrogen in organic substances.

2. Distinguish between Isomerism and Metamerism. Write the structural formulae of the possible isomers of pentane and dimethyl benzene.

3. (a) How is Glycerine commercially prepared? Illustrate the chemical reaction by an equation.

(b) Show by formulae the relation of Glycerine to propane and propyl alcohol.

(c) Why is Glycerine considered an alcohol?

4. A solution of Urea gave on analysis 94.5 c.c. of Nitrogen at 15.5°C. and 758^{mm} Bar. What weight of Urea was present? Give constitutional formulae for Urea, Carbonic acid (hydrate) and Carbamic acid.

5. Write a short account of the principal "Albuminoids" as found in the animal and vegetable kingdoms, giving as fully as you can their chemical and physical characteristics.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

IN THE AGRICULTURAL COLLEGE, GUELPH.

THIRD YEAR.

TOPICS FOR EXAMINATION IN AGRICULTURAL CHEMISTRY.

Examiner: R. C. KEDZIE.

1. Why is water so essential to vegetable growth? State all the reasons. How can soil moisture be conserved? Direct and remote influence of tile draining. How does surface cultivation prevent drought?

2. Relation of the nitre plant to nitrification? Conditions favorable for rapid development of the plant? Why does a light dressing of well rotted manure often produce such marked results, *e. g.*, on an old meadow? Why is mulching so beneficial?

3. Relation of bacterial tubercles on roots of plants to assimilation of free nitrogen? What plants are especially affected by these tubercles? Importance of these facts?

4. How are soluble salts of potash and ammonia taken up by the soil? What materials in the soil are most active in this conservation? What basic soil materials are least retained? Since alumina forms no part of the ash of agricultural plants, why is clay so important a part of good agricultural soils?

5. What plants are benefitted by Nald as manure? How is it beneficial? Influence on the period of ripening of plants? What soils are most benefitted by a dressing of Nald? Dose per acre?

6. Value of wood ashes as manure? Why beneficial? Value of leached ashes? of coal ashes? Why such disparity in value?

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ANNUAL EXAMINATIONS : 1891.

IN THE AGRICULTURAL COLLEGE, GUELPH.

PHYSIOLOGICAL AND STRUCTURAL BOTANY.

Examiner : J. J. MACKENZIE, B.A.

1. Examine the flower submitted, and fill out the accompanying schedule.
2. Discuss fully the synthesis of carbohydrates in green plants.
3. Give an account of root pressure. How is it produced ? What is its use in the plant economy ?
4. Discuss the value, to the plant, of the following ash constituents :—Calcium, Silicon, Iron, Potassium.
5. Describe minutely cork tissue and cork formation. What are its functions ?
6. Give an account of the development of a dicotyledonous ovule.
7. Give a description of a transverse section through a leaf, indicating the functions of the various parts described.

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ANNUAL EXAMINATIONS: 1891.

IN THE AGRICULTURAL COLLEGE, GUELPH.

ECONOMIC BOTANY.

Examiner: JAMES FLETCHER, F.R.S.C., F.L.S.

1. Explain the terms: Anthracnose, Bacteria, Mildew, Rust, Weeds.

2. Describe the development, and give the best remedies for the attacks of:

The Downy Mildew of the Grape.

The Powdery Mildew of the Grape.

3. Distinguish between Hard Smut of Wheat and Loose Smut of Wheat.

4. What is Ammoniacal Copper Carbonate?

5. When Potatoes are found to be affected by the Rot (*Phytophthora infestans*), what steps should be taken to save the crop?

6. Give three instances in each class of annual, biennial, and perennial weeds.

7. Give the best method for the eradication of the following weeds:

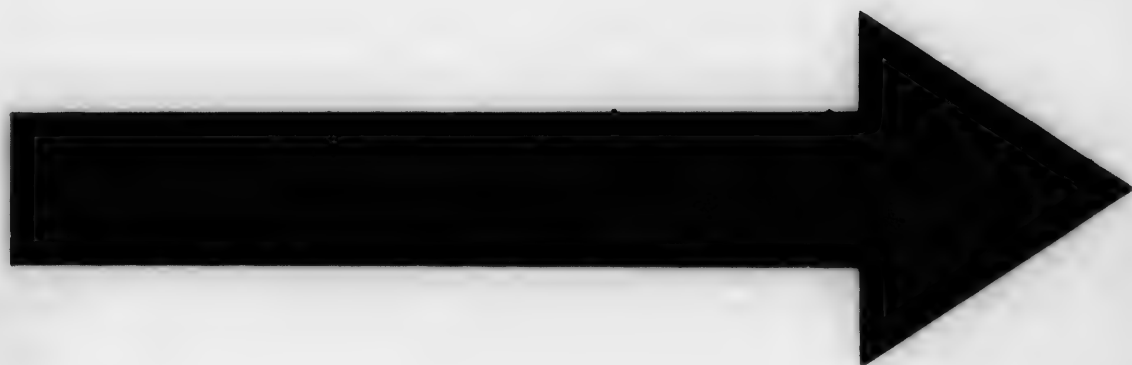
Shepherd's Purse (*Capsella bursa-pastoris*.)

Wild Buckwheat (*Polygonum Convolvulus*.)

Ox-eye Daisy (*Chrysanthemum leucanthemum*.)

Pigeon Grass (*Setaria viridis*.)

Horsetail (*Equisetum*.)



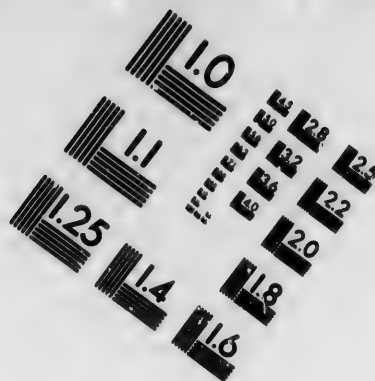
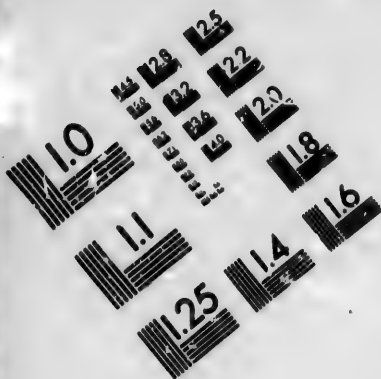
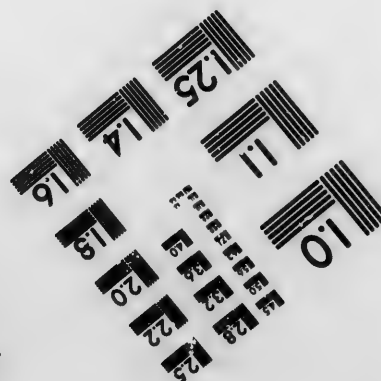
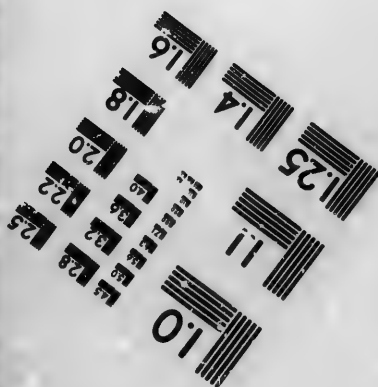
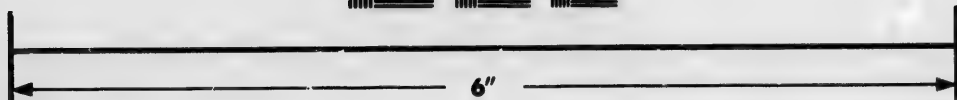
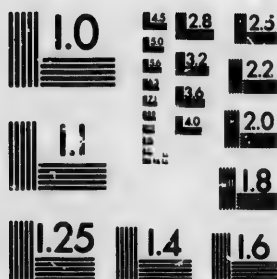


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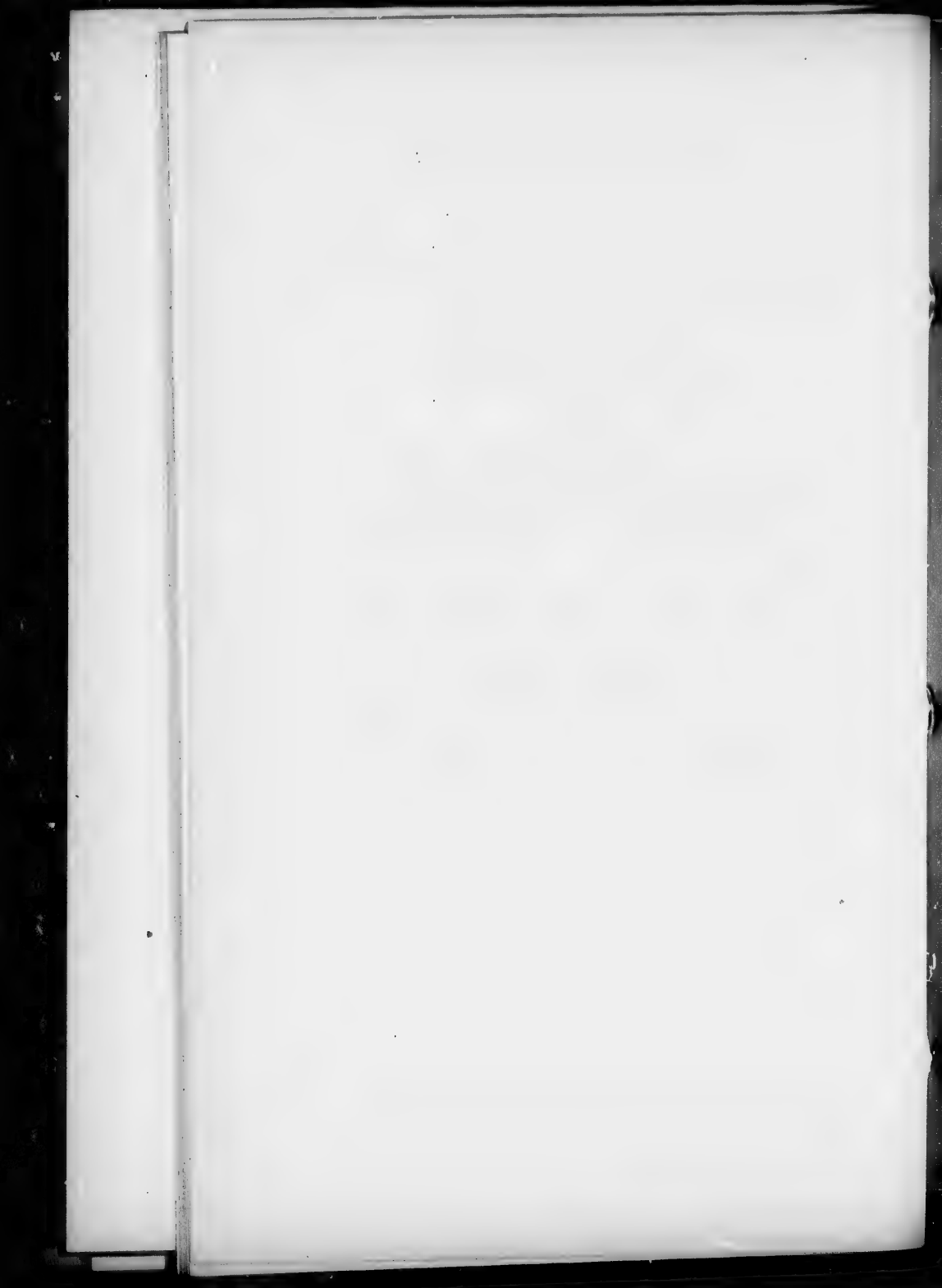
ANNUAL EXAMINATIONS : 1891.

IN THE AGRICULTURAL COLLEGE, GUELPH.

FEEDING OF ANIMALS.

Examiner: H. P. ARMSBY, PH.D.

1. State in detail how the exact nutritive effect of a ration upon a given animal may be ascertained.
2. What effects may be produced by the food upon the composition of the carcass, and under what conditions ?
3. Effects of bodily exertion on metabolism and on fattening.
4. Characteristics and uses of clover as a forage crop compared with other common forage crops.
5. Digestibility of clover in the various forms in which it is used compared with that of grass. Influence of maturity and method of preservation on the digestibility of clover.



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ANNUAL EXAMINATIONS: 1891.

IN THE ONTARIO AGRICULTURAL COLLEGE, GUELPH.

DAIRYING.

Examiner: PROF. JAS. W. ROBERTSON.

1. What are the physical properties, and the constituents of average milk from cows?
2. Describe the characteristic points of a good dairy cow of any breed.
3. How may cream be separated from milk? State the advantages and disadvantages of each method.
4. Write a short description of the process of butter-making, as it should be carried on at a farm dairy in Ontario in February.
5. How does the development of acidity in milk, curd, or whey, affect the making of cheese by the Cheddar process.
6. Give a ration suitable for milking cows, made up from crops that can be grown on farms in Ontario.
7. State how you would apportion the crops (mentioned in your answer to No. 6), on forty acres of arable land, so as to feed the largest number of cows for one year.
8. What produces "flavour" in butter and cheese?
9. What are the needs of the dairy interests of Ontario, in regard to *Standards for milk*, and *Legislation dealing with the adulteration of it*?



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

IN THE AGRICULTURAL COLLEGE, GUELPH.

ECONOMIC ENTOMOLOGY.

Examiner : JAMES FLETCHER, F.R.S.C., F.L.S.

1. Explain the following terms : Hexapoda, Homoptera, Incomplete Metamorphosis, Maxilla, Ocellus, Parthenogenesis, Pseudoneuroptera, Prolegs.

2. Name the parts of the body of one Insect in each of the following orders : Coleoptera, Hemiptera, Lepidoptera.

3. How do Insects breathe and feed, and how does this affect the question of applying remedies ?

4. What is the best deterrent wash to prevent borers in fruit trees ?

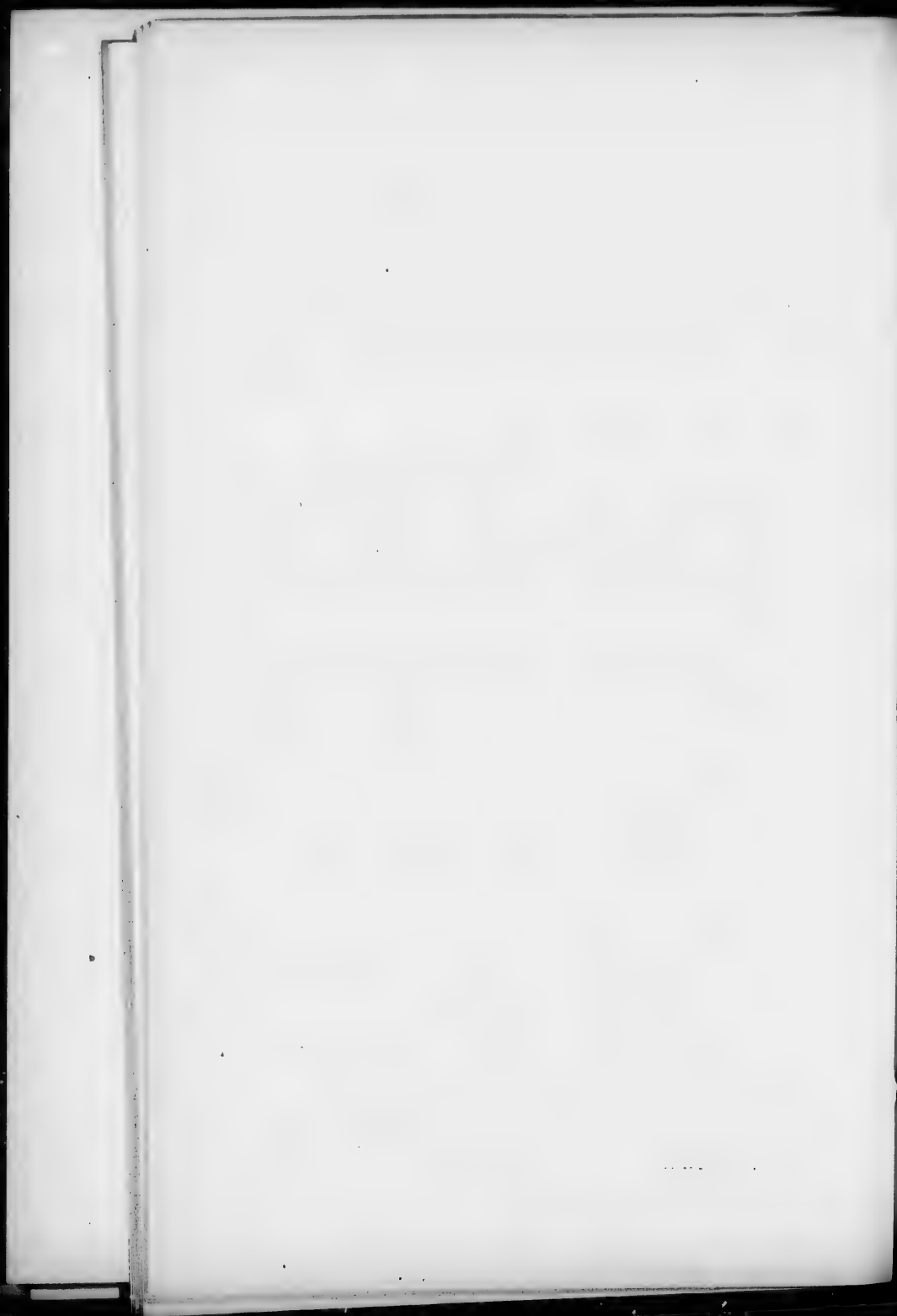
5. Give a short sketch of the life-histories of the following :

1. Cabbage Maggot (*Anthomyia brassicæ*);
2. Imported Currant Worm (*Nematus ribesii*);
3. The Turnip Flea-beetle (*Phyllotreta vittata*);
4. The Pine Borer (*Monochamus confusor*)
5. The Ox Bot-fly (*Hypoderma bovis*.)

6. Give the best remedies for :

1. The Oyster-shell Bark-louse (*Mytilaspis pomorum*)
2. The Pea-weevil (*Bruchus pisi*)
3. The Striped Cucumber-beetle (*Diabrotica vittata*)
4. The Squash-bug (*Anasa tristis*.)

7. In what proportion to its diluent may Paris Green be used on the following plants : Apple, Peach, Pear, Plum, Potato.





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ANNUAL EXAMINATIONS: 1891.

IN THE AGRICULTURAL COLLEGE, GUELPH.

AGRICULTURE.

Examiner: PROF. I. P. ROBERTS.

I.

NOTE.—Read the questions through carefully. All answers should be *short and to the point*. Avoid wordy definitions. Seize salient points and prime factors, as the greater always includes the less. Do not repeat the questions, but designate them by their numbers. Write on *one side* of the paper only. Place your full name on every sheet. Take time to review your answers carefully before handing in your paper.

LAND DRAINAGE.

1. State the effects of thorough drainage of clay lands.

- (a) As to temperature of soil.
- (b) As to chemical changes induced.
- (c) As to physical conditions.
- (d) As to liberation of plant food.

2. Should drains run up and down the slopes?

3. Why should there be the fewest possible number of mains?

CULTURE.

4. Nature raises fair crops without culture. How does she do it?

(a) What should we aim to accomplish by plowing?

(b) What by harrowing and cultivating?

(c) What by rolling?

(d) Is the grinding and compacting of the soil by the horses feet which is necessitated by the present methods of culture, beneficial or harmful?

5. How can moisture best be conserved for the use of hoed crops during dry summer weather?

6. How can available plant food be added to the soil without the use of plants, manures, or fertilizers?

7. What factors would you use to bring a field which does not require drainage, which was producing a minimum crop, up to a maximum yield keeping in view the greatest present and ultimate profit.

MANURES.

8. Give practical rules for preserving waste of farm manures, and state the two principal ways in which waste is likely to occur.

9. In what ways do farm manures benefit the land?

10. What is the value of the nitrogen in a ton of cotton seed meal containing 40 per cent. of albumenoids, if nitrogen is worth 16 cents per pound?

11. Why should a dressing of superphosphate not follow closely a dressing of lime?

ANIMALS.

12. Define Heredity, Prepotency Atavism, In-and-in-breeding, Line-breeding.

13. What is the effect of in-and-in-breeding?

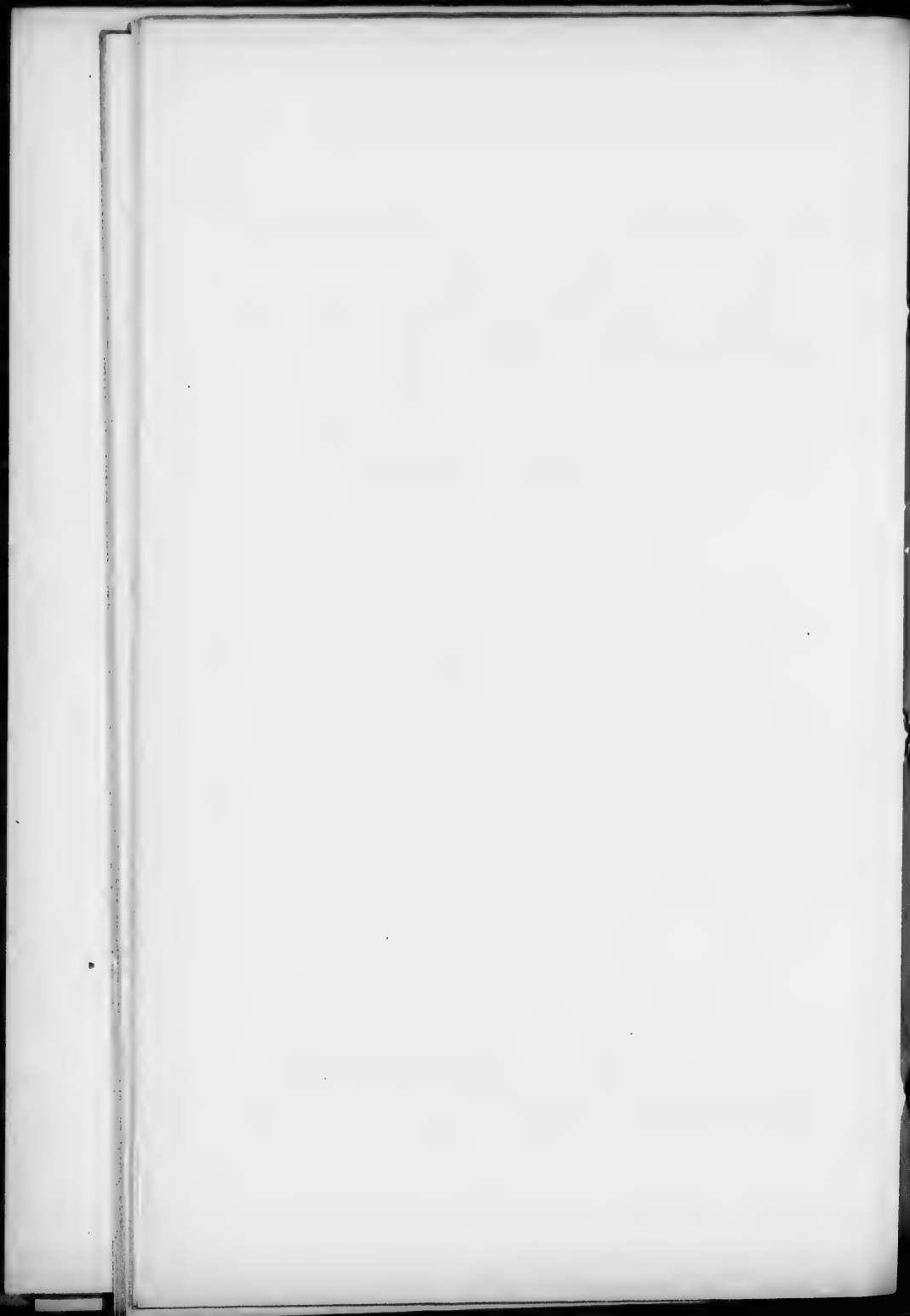
14. State in what way and to what extent you would use the four great factors of improvement, heredity, food, habit, and comfort in improving the common cattle of Ontario with a view to more economical meat production.

15. How would you proceed to form a new breed of sheep which would be able to maintain its valuable qualities without a constant infusion of imported blood, and which should really be better adapted to the prevailing conditions in Ontario than any breed now extant?

16. Why should horses be fed oftener than cattle?

17. What effect has the weight of the animal on its power to pull? Why can trotters and thoroughbreds move faster than horses of the same weight of the draft type?

18. Name the best breed of swine for Ontario, and state at some length the principles to be observed in breeding rearing and fattening.



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ANNUAL EXAMINATIONS; 1891.

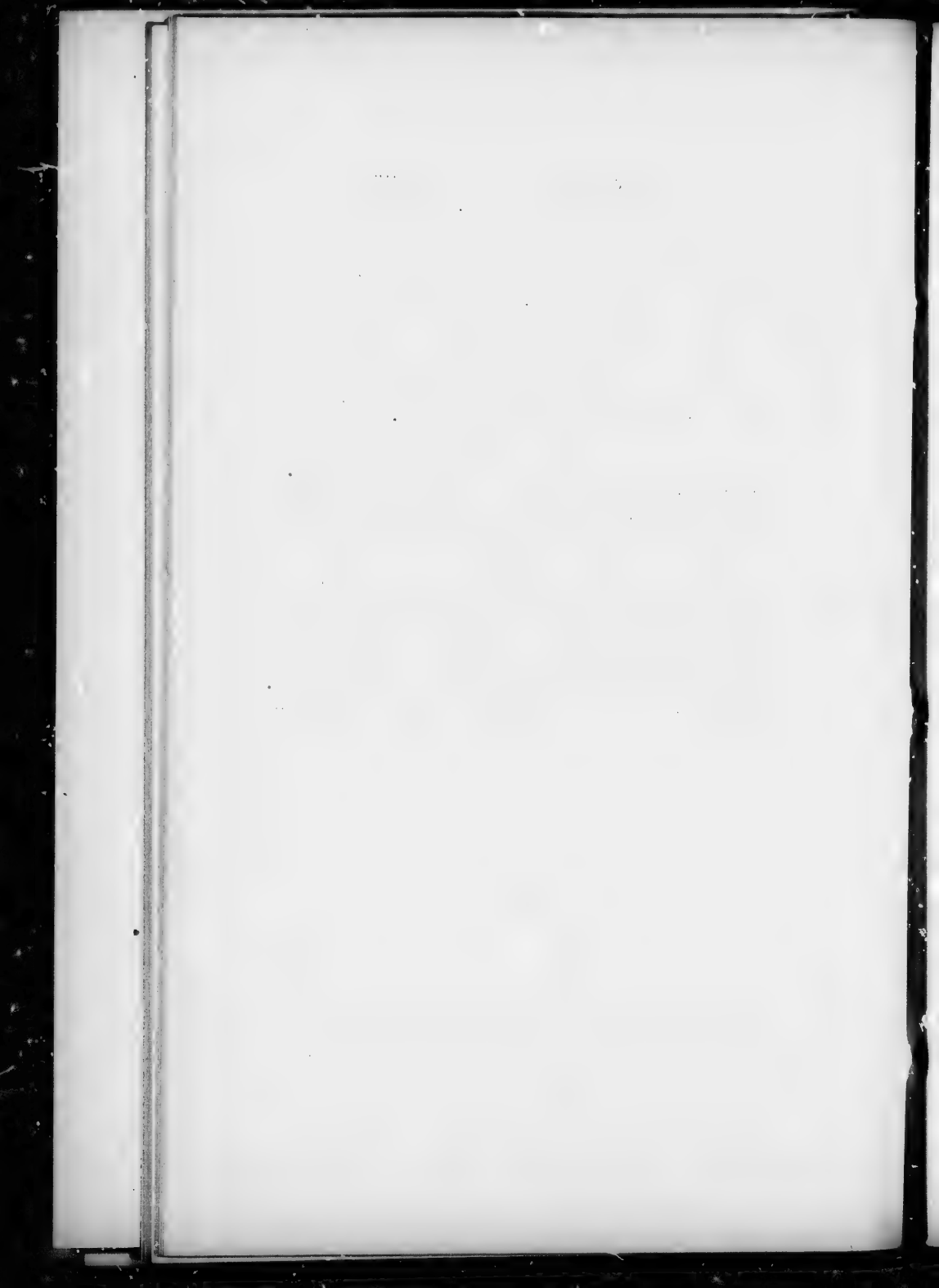
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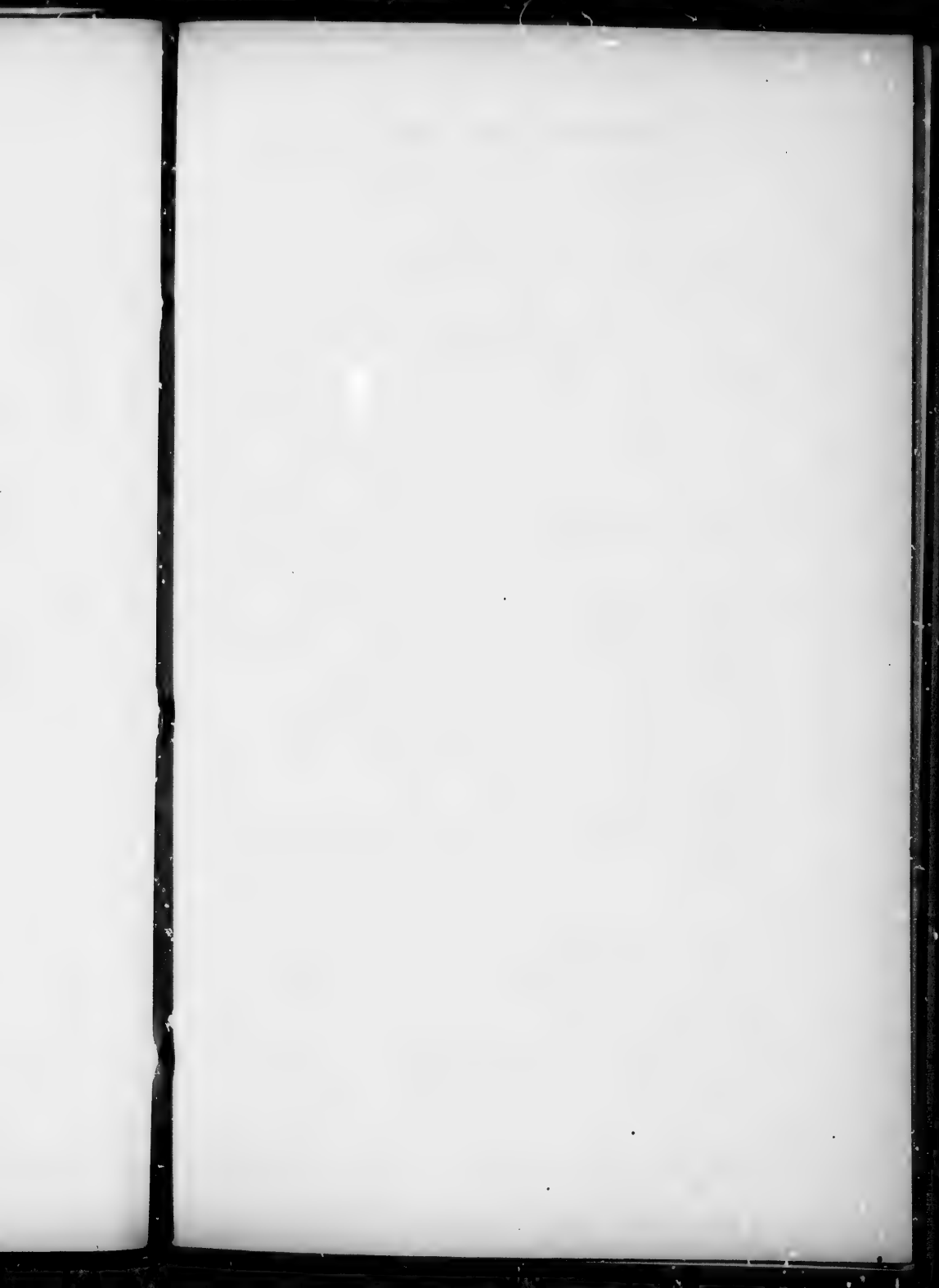
DRAWING.

Examiner: C. C. JAMES, M.A.

N.B.—Only rule or straight edge and triangles allowed for this work.

1. Draw your pandonym in block letters one inch long.
2. Draw a simple farm cart.
3. Three gate posts are 12 ft. and 4 ft. apart: between the first and second posts the large gate is on the swing away from the observer at an angle of 60° with line of posts, and between the second and third posts the small gate is on the swing towards the observer at same angle. Draw the same, stating scale and position of observer.





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SUPPLEMENTAL EXAMINATIONS : 1891.

JUNIOR MATRICULATION.

ARITHMETIC.

Examiners: { A. R. BAIN, LL.D.
I. E. MARTIN, B.A.

1. Express in a decimal of 4 places the following:

$$16 \times \left\{ \frac{1}{5} - \frac{1}{3.5} + \frac{1}{5.5} - \frac{1}{7.5} + \&c. \right\} - \frac{4}{239}.$$

2. Two distances are measured in inches, and are known to be correct within a quarter of a hundredth of an inch each way, being 11.87 and 9.95. How far can their product be depended upon for accuracy?

3. A. starts from Kingston to walk to Belleville, a distance of 45 miles, at the rate of $3\frac{1}{2}$ miles per hour, and B. starts from Belleville 3 hours earlier, at the rate of $2\frac{1}{2}$ miles per hour, to walk to Kingston. Where do they meet?

4. I sell goods at a profit of 10 per cent. of the first cost to me, and for cash I deduct 5 per cent. of the selling price. What per cent. of the first cost do I gain?

5. The duty on surgical instrument cases is 35 per cent.; that on the instrument 20 per cent.; the duty paid on a case of instruments invoiced at \$30 was \$7.50; find the invoice price of the instruments alone.

6. (a) What per cent. is realized on money by investing in a $3\frac{1}{4}$ per cent. stock at 67?

- (b) When money is worth 4 per cent. what ought to be the price of stock which pays $2\frac{1}{2}$ per cent.?

7. A person borrowed money for two years. For the first year he paid 6 per cent., and the second year 7 per cent. At the end of the time he paid back \$175. How much was borrowed?

8. A. rented a house for one year for \$480; at the end of three months he took in B. as a co-tenant; after four months more they admit C.; B. moves out one month before the year is up; how much rent should each pay?

9. A man rents a house for \$28 per month for one year. What sum paid in advance would pay the rent for the year, interest being calculated at $\frac{1}{2}$ per cent. a month?

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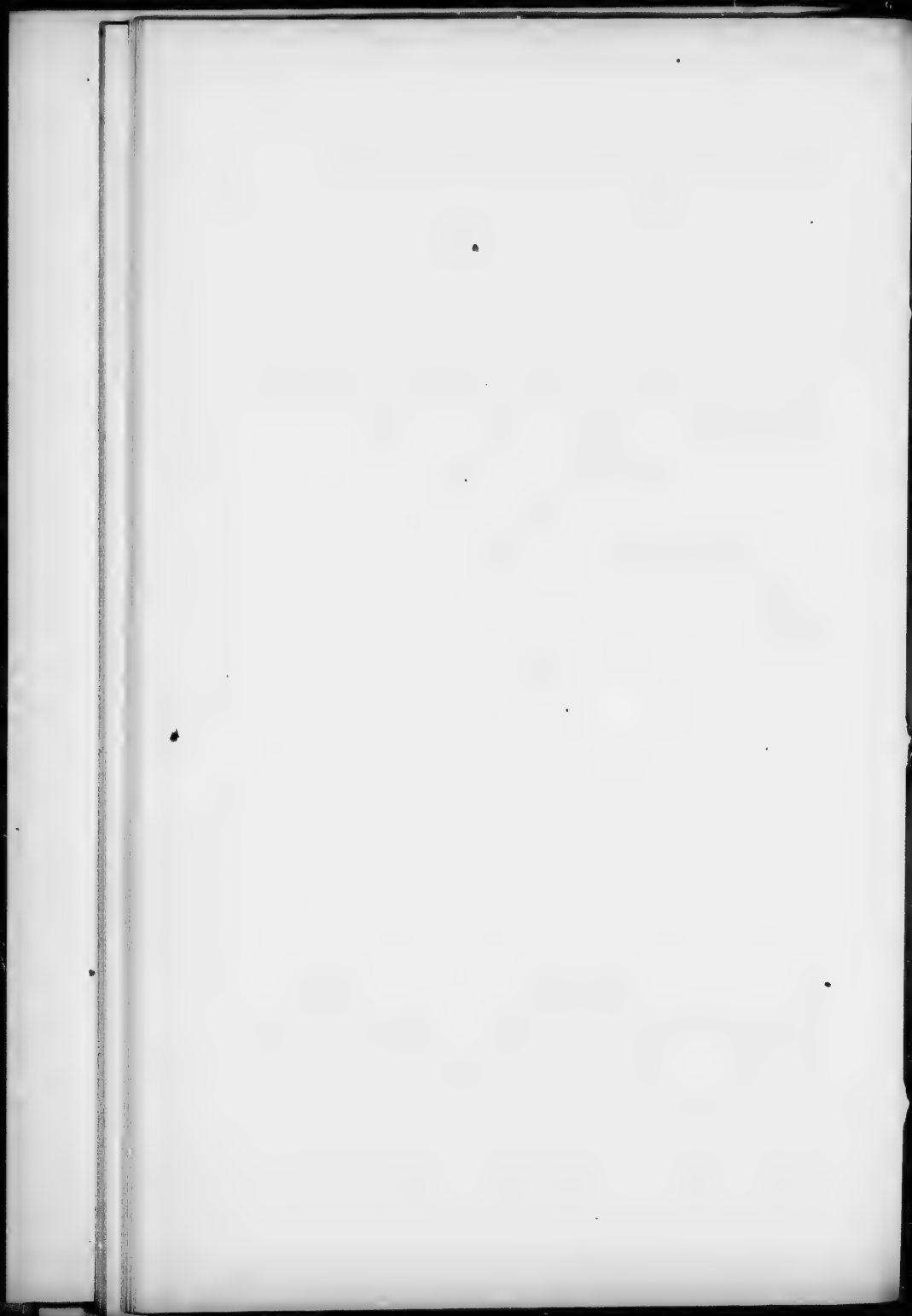
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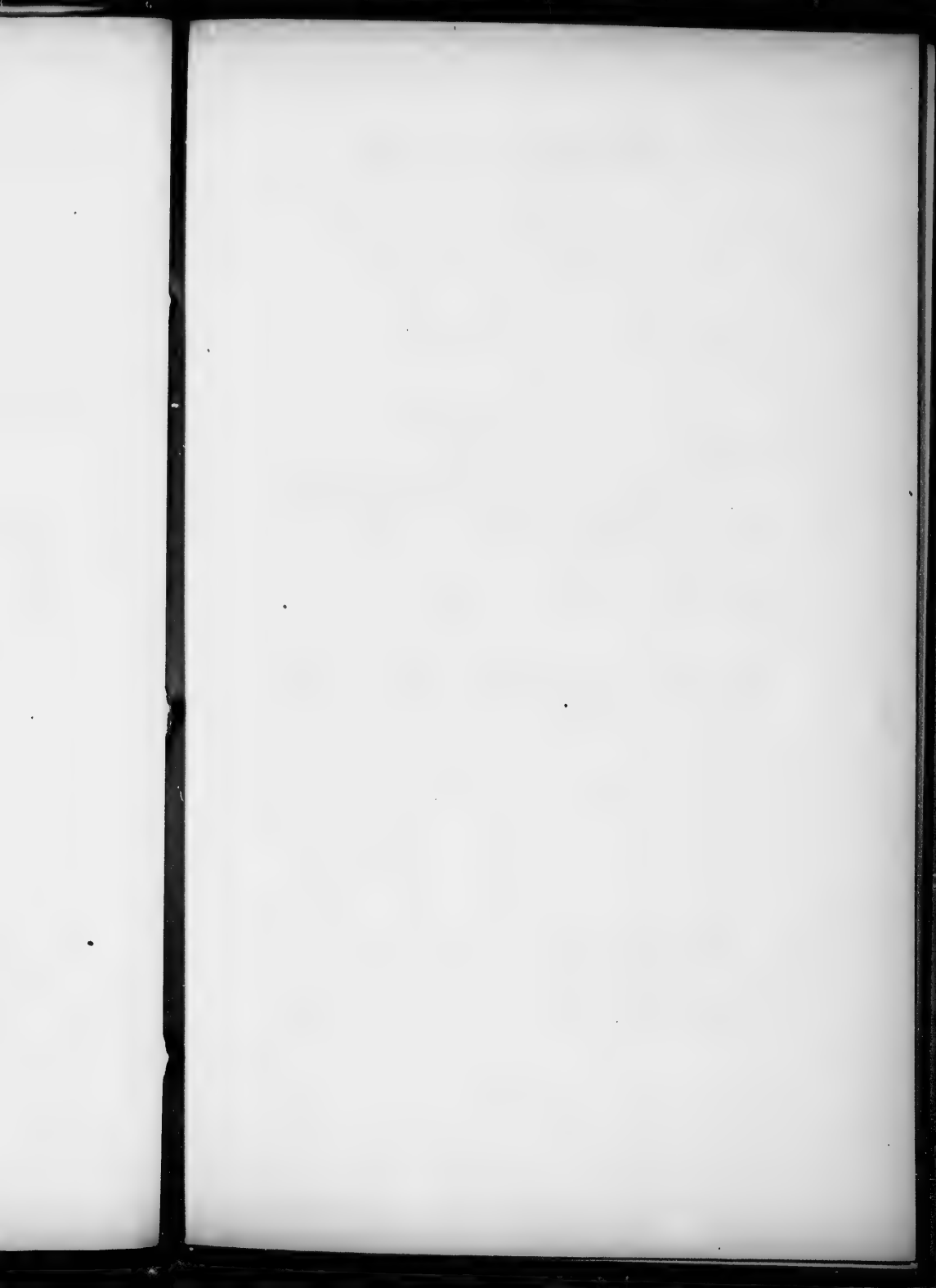
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ANNUAL EXAMINATIONS : 1891.

IN THE AGRICULTURAL COLLEGE, GUELPH.

ENGLISH.

Examiner : T. C. L. ARMSTRONG, M.A., LL.B.

1. Characterize Addison as a satirist; illustrating your opinion by reference to any of the selected numbers in the Spectator.

2. Discuss after Addison the advantages of cheerfulness as a moral habit, and cheerfulness in its natural state.

3. " We cannot be guilty of a greater Act of uncharitableness than to interpret the Afflictions which befall our Neighbours as Punishments and Judgments."

How does the author explain, prove and illustrate this statement ?

4. Give the substance of Addison's paper on the utility and pleasure of planting. What poets have written on the subject ?

5. Give Pope's opinions on the following heads, quoting where you can :

(a) The use of new words.

(b) Judging a poem from the rhymes, or by knowing the " easy vigour of a line."

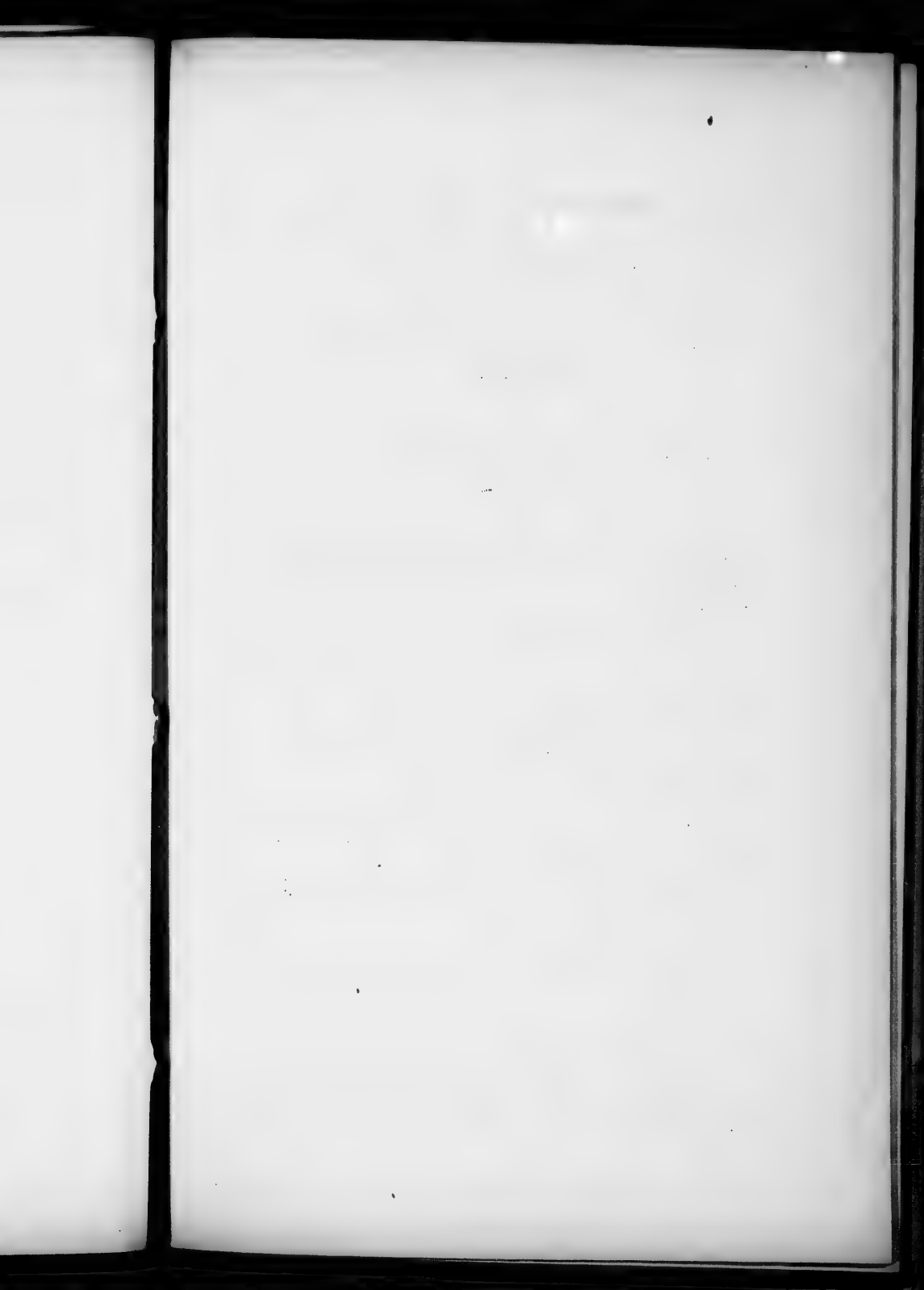
(c) Suiting the words to the sense.

(d) Following nature and imitating old authors.

6. Complete the couplets in which the following lines occur. And state in what connection each couplet is used :

- (a) Pride, where wit fails, steps into our defence.
- (b) Drink deep, or taste not the Pierian spring ;
- (c) True wit is nature to advantage dressed ;
- (d) A needless Alexandrine ends the song,
- (e) 'Tis not enough, no harshness gives offence.
- (f) Where Ajax strives some rock's vast weight
to throw,
- (g) Good nature and good sense must ever join ;
- (h) Nay, fly to alters ; there they'll talk you dead ;
- (i) Whose own example strengthens all his laws ;
- (j) Averse alike to flatter, or offend.





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ANNUAL EXAMINATIONS: 1891.

IN THE AGRICULTURAL COLLEGE, GUELPH.

ENGLISH.

Examiner: T. C. L. ARMSTRONG, M.A., LL.B.

1. "The difference between the soaring angel, and the creeping snake, was but the type of the difference between Bacon the philosopher and Bacon the Attorney-General."

(a) In what connection is this statement used by Macaulay?

(b) Contrast Bacon's sentiments as expressed in the Essays on Great Place, on Friendship, on Youth and Age, with his own conduct in life.

2. "The poetical faculty was powerful in Bacon's mind, but not, like his wit, so powerful as to usurp the place of his reason."

Show how Macaulay employs and exemplifies these terms (wit and poetical faculty). Illustrate both from the selected Essays.

3. "Bacon had a wonderful talent for packing thought close, and rendering it portable."

(a) Express this literally.

(b) Quote any passages from the Essays that show this talent.

(c) Characterize briefly Bacon's style, and show how it changed as he grew old.

4. "Two words form the key to the Baconian doctrine—utility and progress." Show what is meant, and estimate the work of Bacon in philosophy and science.

5. Sketch the character of Richard II., referring to passages, and quoting from any of his sentimental speeches.

6. Discuss the poetic justice and the patriotism of the play.

7. Compare the characters York and John of Gaunt, referring to passages.

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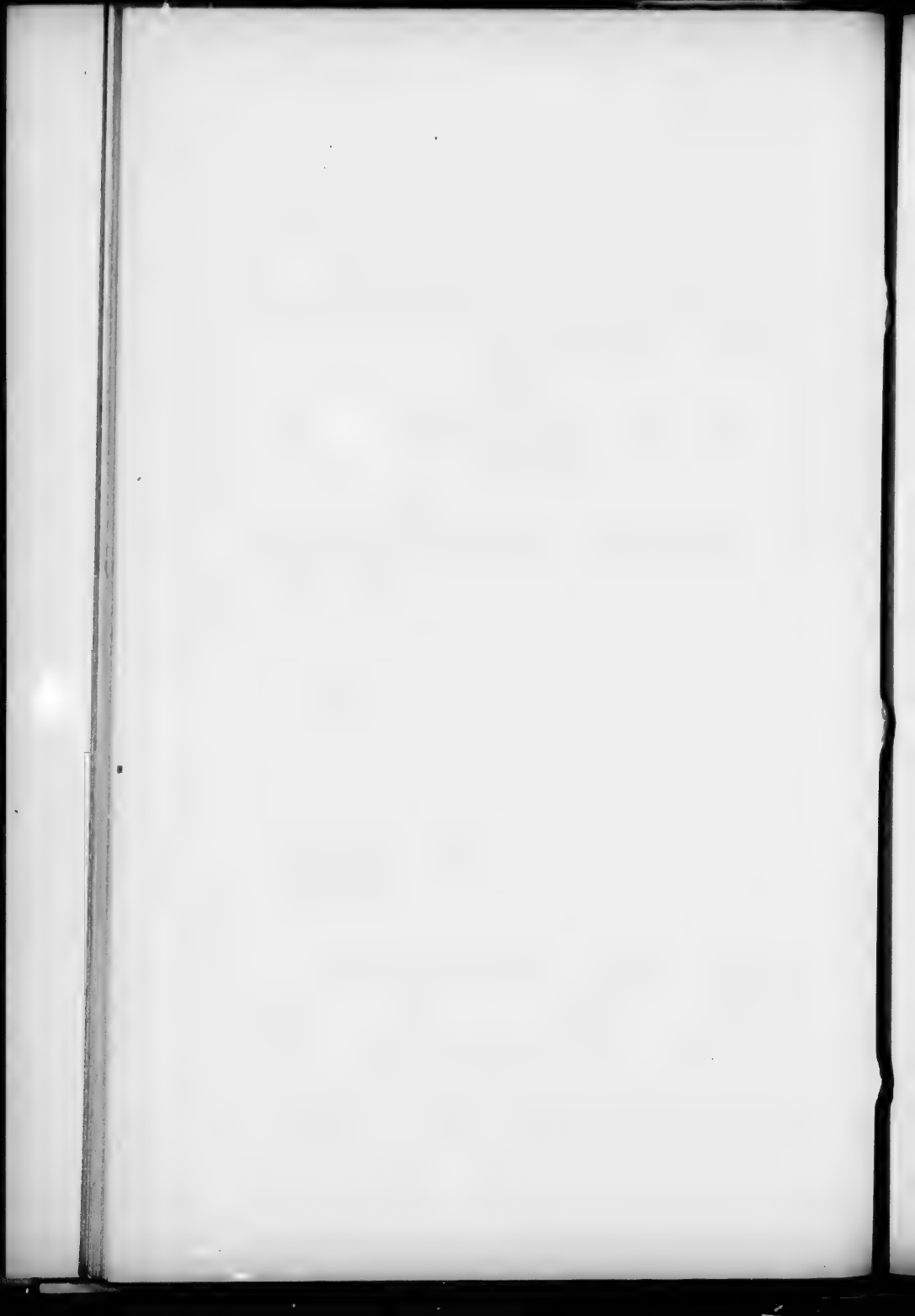
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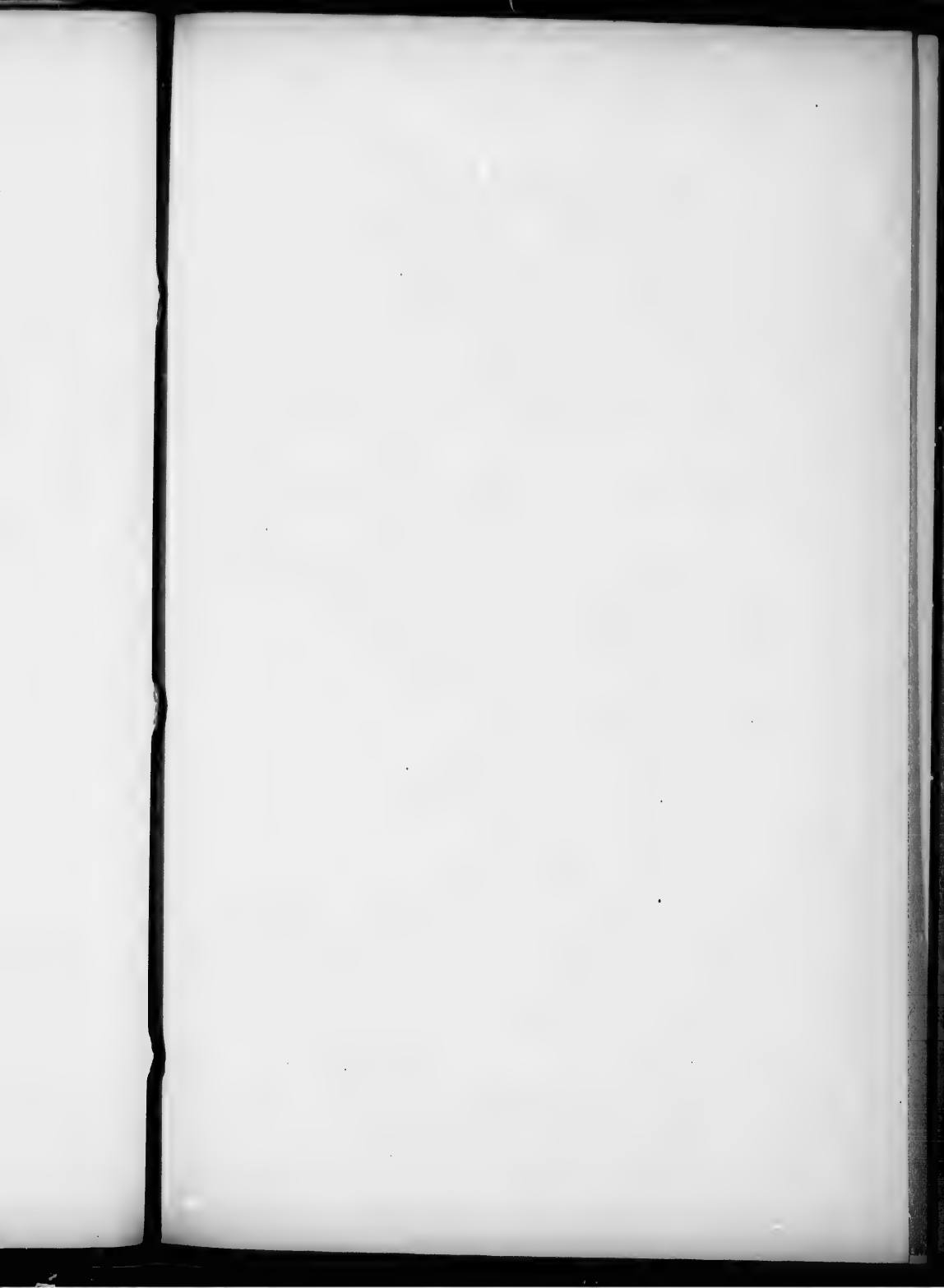
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ANNUAL EXAMINATIONS: 1891.

IN THE AGRICULTURAL COLLEGE, GUELPH.

ENGLISH.

Examiner: T. C. L. ARMSTRONG, M.A., LL.B.

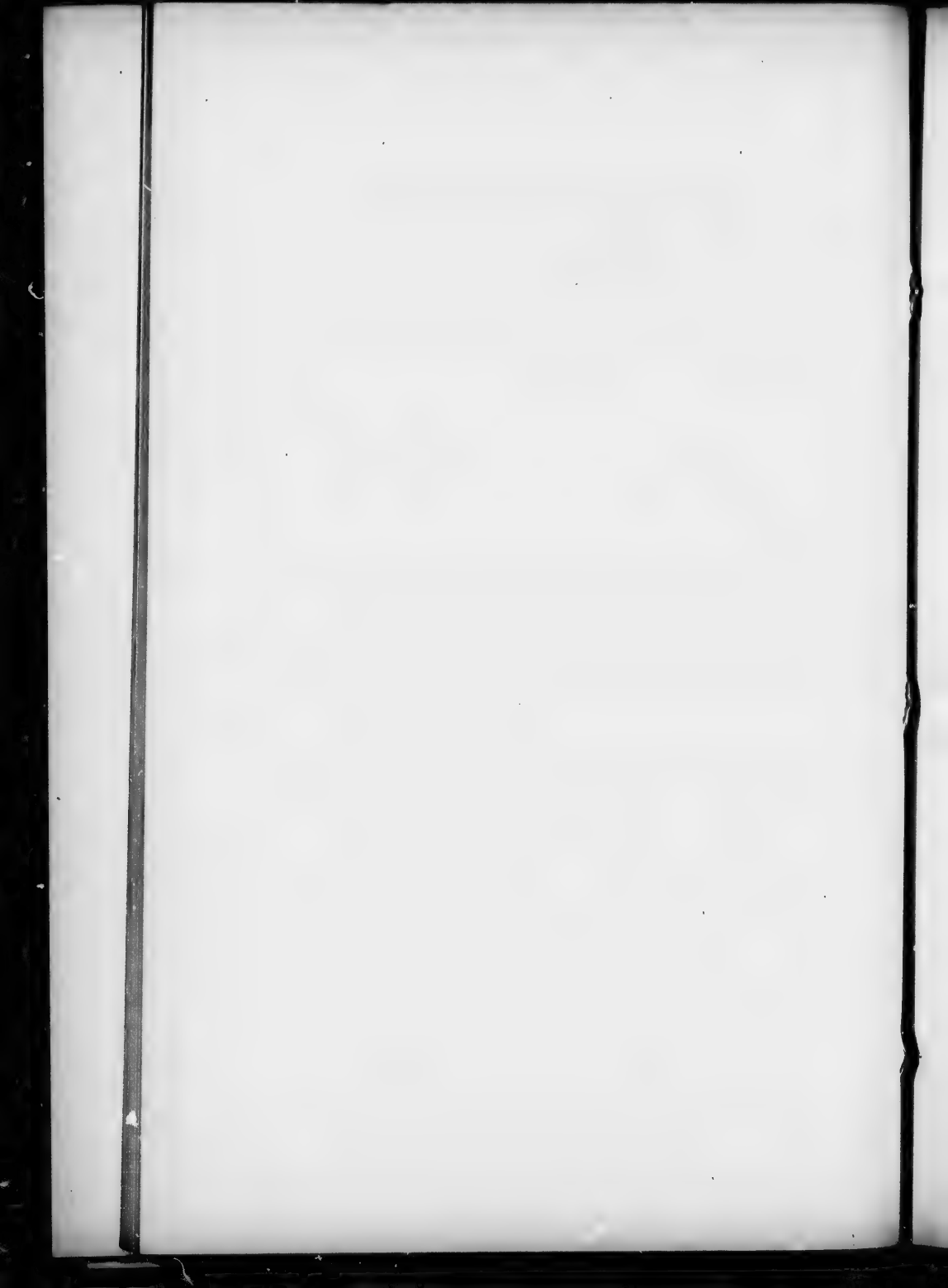
1. What are the characteristics of Epic poetry as to theme, heroes, episodes, language and machinery.
2. What are the chief peculiarities of Milton's diction and versification? Illustrate your answer by quoting from Bk. I. of *Paradise Lost*.
3. Quote and comment on any three of the similes used in the following descriptions:
 - (a) Satan on the burning lake.
 - (b) his shield and spear when going ashore.
 - (c) his followers when in the lake,
 - (d) when flying in the air,
 - (e) when assembled on the plain,
 - (f) at the consult.
4. Characterize Milton's description of the bottomless pit, and of Satan when reviewing his host.
5. Write a short note on the poet's invention in selecting his minor heroes.
6. Discuss the poetic and metrical peculiarities of the following passage:

Anon they move

In perfect phalanx to the Dorian mood
Of flutes and soft recorders; such as raised
To highth of noblest temper heroes old,
Arming to battle, and instead of rage

Deliberate valour breathed, firm and unmoved
With dread of death to flight or foul retreat ;
Nor wanting power to mitigate or swag
With solemn touches troubled thoughts, and chase
Anguish and doubt and fear and sorrow and pain
From mortal and immortal minds.

7. Write a short critique of Lycidas, showing its origin, its plan, its metrical form, and its poetic merits.



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ANNUAL EXAMINATIONS : 1891.

IN THE AGRICULTURAL COLLEGE, GUELPH.

ENGLISH.

Examiner : T. C. L. ARMSTRONG, M.A., LL.B.

1. Write a composition of at least 50 lines, on any one of the following subjects :

- (a) Woodman, spare that tree !
- (b) He prayeth best who loveth best
All things both great and small.
- (c) Speed the plough.
- (d) Winter joys on the farm.

2. (a) What are the advantages and the dangers of the use of rhetorical figures in a composition ?

(b) Distinguish wit and humour ; simile and metaphor ; irony and sarcasm.

(c) Explain what is meant by melody and harmony in composition, and state some of the varieties and requirements of the latter in a literary work.

3. (a) Give a short historical account of the different stages of the drama in English Literature.

(b) Estimate the position in literature, and name the chief works of Chaucer, Milton, Burns and Wordsworth.

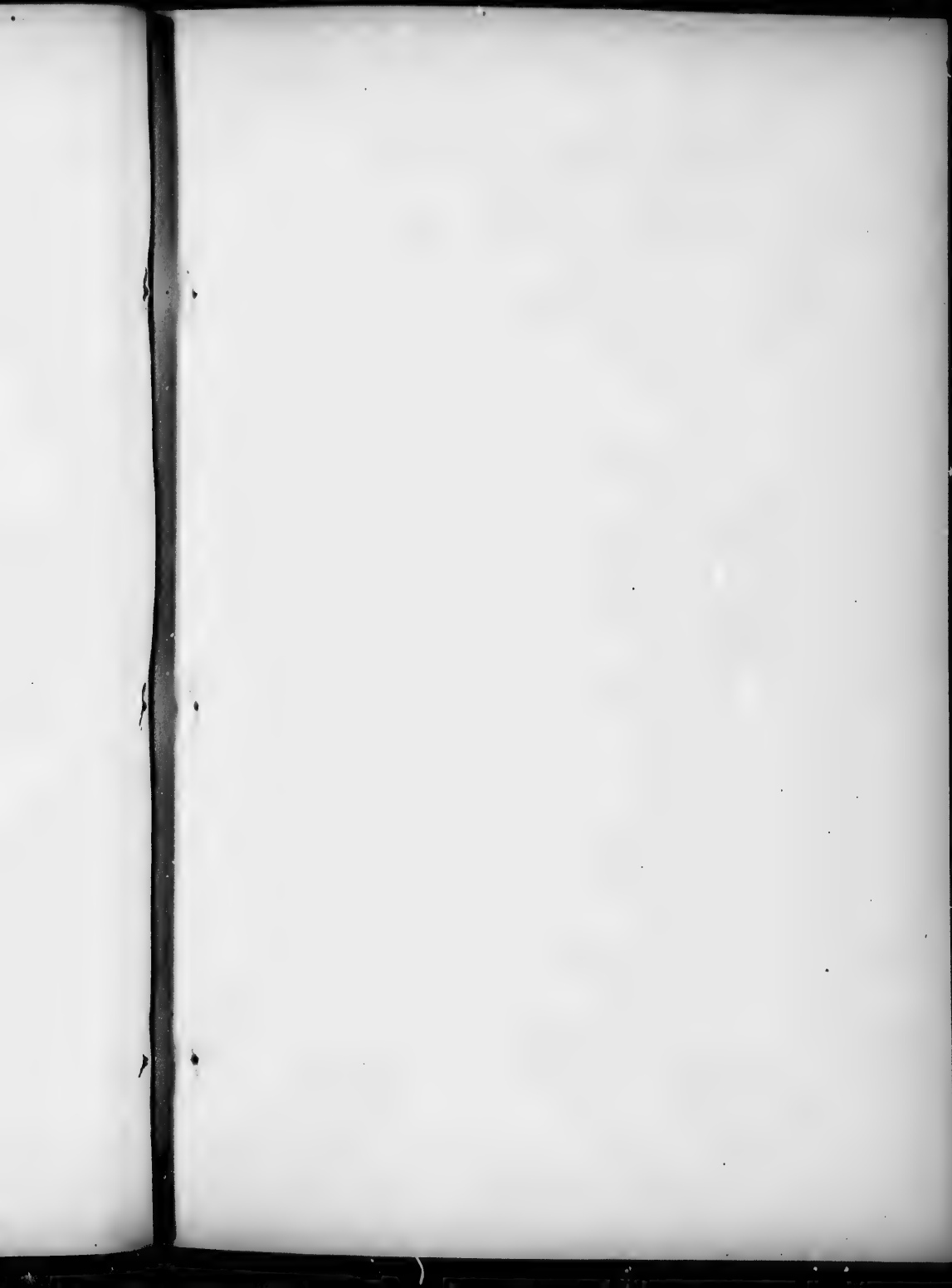
(c) Write a short account of the poets and poetry of the age of Queen Anne.

4. (a) Show what inflections of verbs, nouns and adjectives we have left in our grammar, and by what means the lost inflections of verbs and nouns have been replaced.

(b) State and illustrate the various uses of : it, what, who, we, that, do.

(c) Write a note on the grammar of the agreement of the verb with its subject, giving the main rule and the chief sub-rules.





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ANNUAL EXAMINATIONS: 1891.

AT THE AGRICULTURAL COLLEGE, GUELPH.

ENGLISH.

Examiner: T. C. L. ARMSTRONG, M.A., LL.B.

1. Discuss Wordsworth's theory of poetic diction, and apply it in criticizing the Lone Reaper.

2. Show how the principles of contrast and harmony as to sentiments and scenery are employed in Resolution and Independence.

3. Characterize the descriptions and illustrations in this poem, referring to passages or quoting them in your answer.

4. The youth who daily farther from the east
Must travel, still is nature's priest,
And by a vision splendid
Is on his way attended;
At length the man perceives it die away.

- (a) Express fully what the poet means here,
 - (b) How is the vision destroyed in manhood?
 - (c) How compensated?
- Quoting where you can from the poem.

5. But there's a tree, of many, one,
A single field which I have looked upon,
Both of them speak of something that is gone.

Explain what is meant here.

6. The thought of our past years in me doth breed
Perpetual benediction.

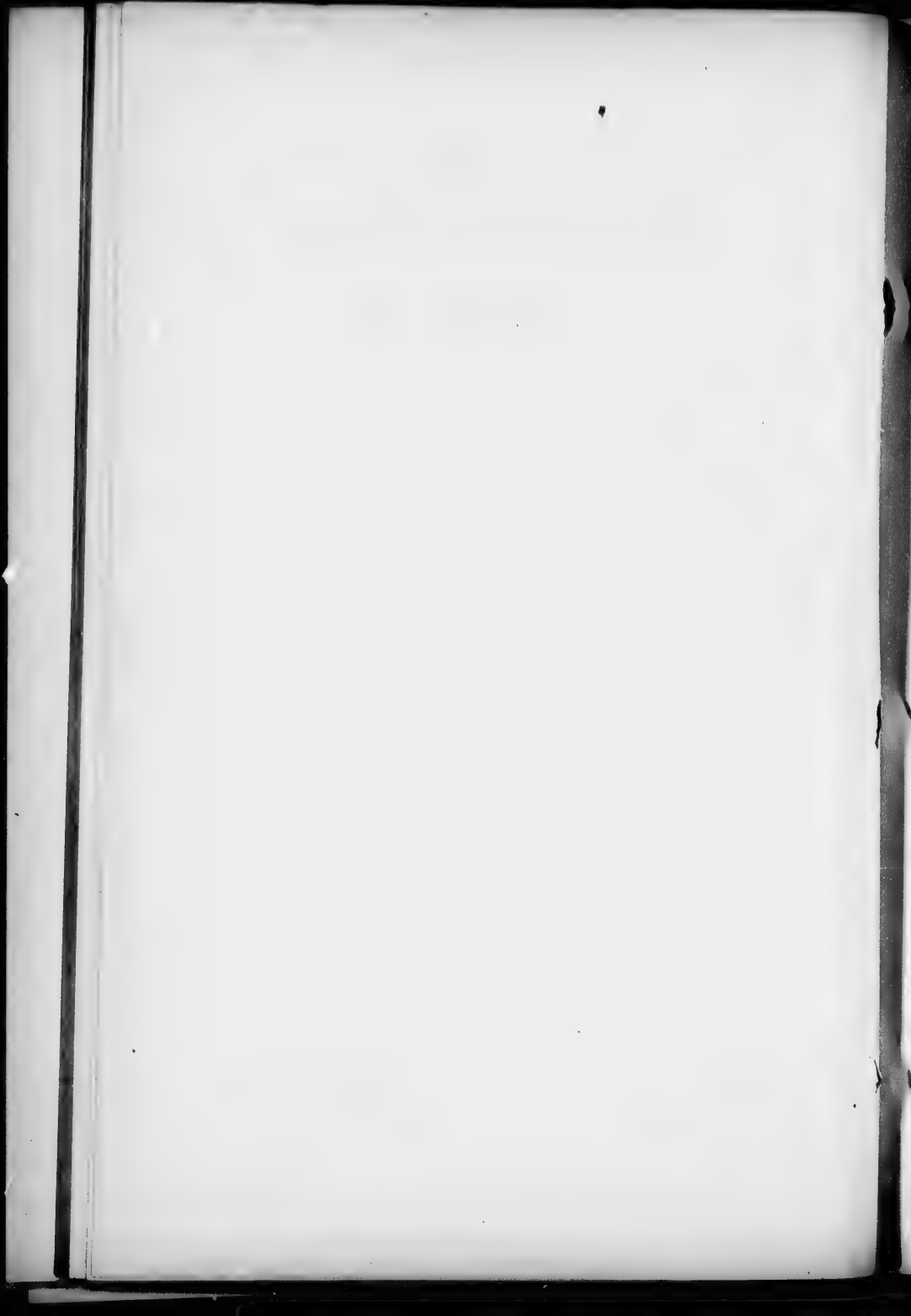
How does the poet limit and explain this in the Intimations.

7. I hold it true whate'er befall;
I feel it when I sorrow most;
'Tis better to have loved and lost
Than never to have loved at all.

(a) How is this sentiment expressed in the earlier stanzas of the poem?

(b) How does the poet show the truth of this sentiment in the previous part of the poem?

(c) Characterize the poet's references to nature in this poem, referring to or quoting passages.



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ANNUAL EXAMINATIONS: 1891.

IN THE AGRICULTURAL COLLEGE, GUELPH.

GEOLOGY.

Examiner: J. J. HARE, PH.D.

1. How has the composition of the atmosphere affected the earth's life?

2. How has the climate of successive geological periods been modified by external physical conditions?

3. Describe the various ways in which organic remains or their records have been preserved to us.

4. Account for the colors of aqueous rocks, explaining more fully the presence of red rocks sometimes with rock salt.

5. (a) What proof have we of life in the Eozoic period?

(b) Give a synopsis of the characteristic life of the Erian system.

6. Explain the following terms: Outcrop, fault, gangue, lode, monoclinical, and archetype.

7. Distinguish between dip and strike; jointed and slaty cleavage; breccia and amygdaloid; selenite and syenite; vein of infiltration and vein of segregation.

8. Describe the age, distribution, and fossil remains of the Laramie Series.

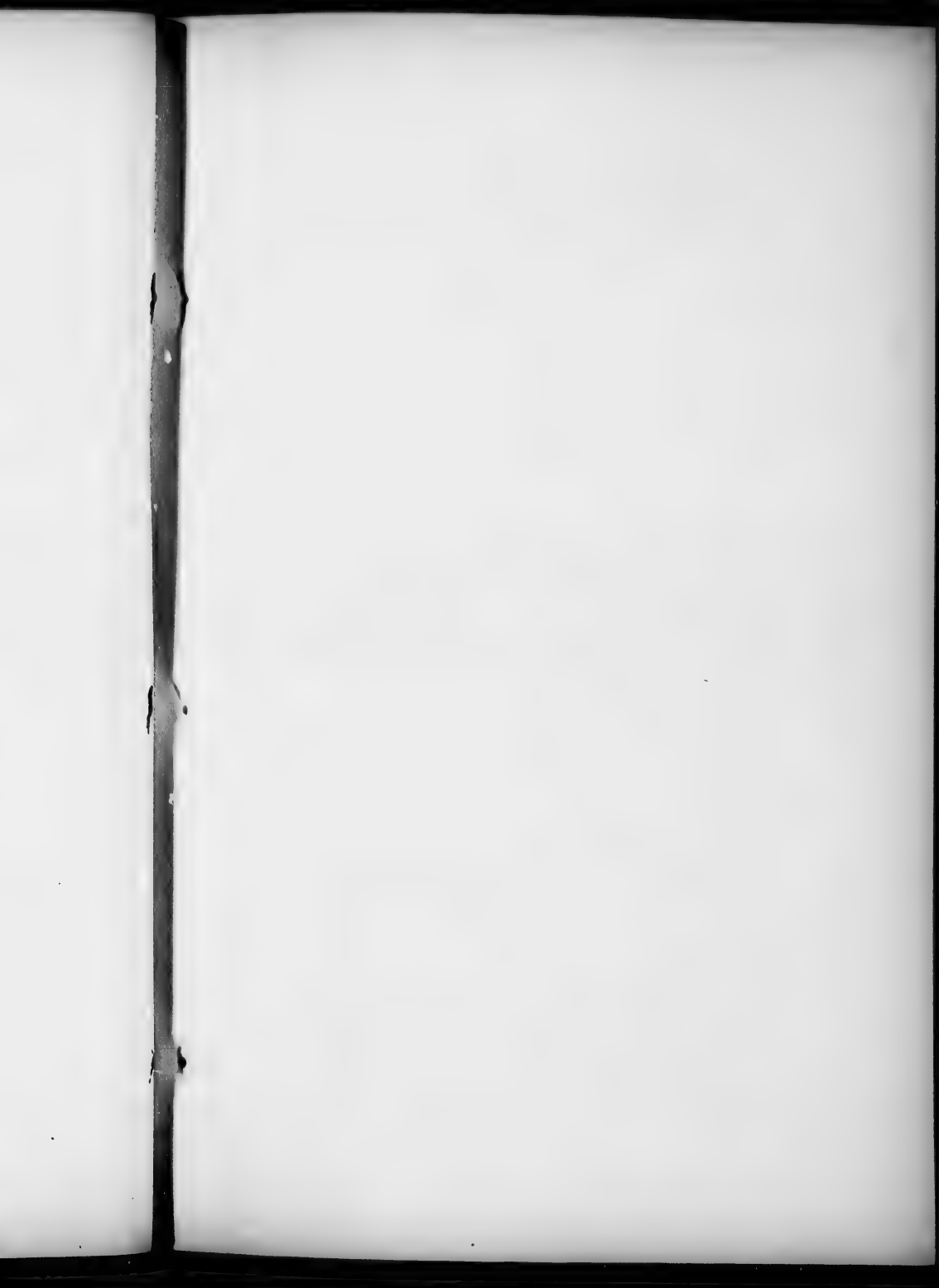
9. Mention and account for the formations of the Pleistocene age.

10. (a) In what geological formation and under what conditions is nickel found in Canada?

(b) Where has natural gas been struck in sufficient quantities in Canada to be utilized?

11. Identify the specimens of rocks and fossils placed before you.

THE
OFFICE OF THE
SECRETARY OF THE
NAVY
WASHINGTON, D. C.
JANUARY 1, 1900



University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

MATRICULATION.

GREEK.

Examiner: FRANCIS HUSTON WALLACE, M.A., B.D.

I.

1. Decline Πέρσης, νεώς, μήτηρ.
2. Parse χαρίεσι, λέοντε, τριήρη, ἡχοῖ, ἀργυρᾶ.
3. Give the comparative and superlative of σόφος, μέσος, τάχυσ, κάκος, μάλα.
4. Write out the imperative 1st aorist active of λύω, the perfect indicative middle of τρέβω, the imperfect indicative active of τιμάω.
5. Parse ἵστατον, τιθεῖμεν, ἔδν, γνῶθι, ἴτω.
6. Translate into Greek :
 - (a) Those who manage the affairs of the state are not always worthy of honor.
 - (b) Who are to prevent you ?
 - (c) Five of the ships escaped ; the rest were taken.
 - (d) He said that not they but he himself did it.
 - (e) Who has suffered such calamities as this man ?

II.

1. Translate :

Ἐνταῦθα ἔμειναν ἡμέρας τρεῖς καὶ τῶν τετραμένων ἕνεκα καὶ ἅμα ἐπιτήδεια πολλὰ εἶχον, ἄλευρα, οἶνον, καὶ κριθὰς. ἵπποις συμβεβλημένας πολλὰς. Ταῦτα δὲ συνηγμένα ἦν τῷ σατραπείοντι τῆς χώρας. Τετάρτῃ δ' ἡμέρᾳ καταβαίνουσιν εἰς τὸ πεδῖον. Ἐπεὶ δὲ κατέλαβεν αὐτοὺς Τισσαφέρνης σὺν τῇ δυνάμει,

ἐδίδαξεν αὐτοὺς ἡ ἀνάγκη κατασκευῆσαι οὐ πρῶτον εἶδον κώμην καὶ μὴ πορεύεσθαι ἐτι μαχομένους· πολλοὶ γάρ ἦσαν ἀτόμαχοι, οἱ τετρωμένοι καὶ οἱ ἰκκίοντες φέροντες καὶ οἱ τῶν φέροντες καὶ οἱ τῶν φερόντων τὰ ὕπλα δεξάμενοι.

XENOPHON, *Anabasis*, III.

2. Parse τετρωμένων, συμβεβλημένας, σατραπεύοντι, πορεύεσθαι, μαχομένους.

3. Account for the case of ἡμέρας, ἵπποις, χώρας, and the tense of εἶχον and καταβαίνουσιν.

4. Outline the events narrated in the third book of the *Anabasis*.

III.

1. Translate :

Τὸν δ' ἀπαμειβόμενος προσέφη κορυθαίολος Ἑκτωρ·
 "Δαιμόνι', οὐκ ἂν τίς τοι ἀνὴρ, δὲς ἐναΐσιμος εἴη,
 Ἔργον ἀτιμήσεις μάχης, ἐπεὶ ἄλκιμός ἐσσι.
 Ἀλλὰ ἐκὼν μεθιῖς τε καὶ οὐκ ἐθέλεις· τὸ δ' ἐμὸν κῆρ
 Ἄχυνται ἐν θυμῷ, ὅθ' ὑπὲρ σέθεν αἰσχεῖ ἀκούω
 Πρὸς Τρώων, οἳ ἔχουσι πολὺν πόνον εἵνεκα σέω.
 Ἄλλ' ἵομεν· τὰ δ' ὀπίσθεν ἀρессόμεθ', αἶ κ' ἐπιθὼ Ζεὺς
 Δῶρ' ἐπουρανόιοις θεοῖς αἰεγενέτησιν
 Κρητῆρα στήσασθαι ἐλεύθερον ἐν μεγάρουσιν,
 Ἐκ Τροίης ἐλάσαντας εὐκνήμιδας Ἀχαιοὺς."

HOMER, *Iliad*, VI.

2. Parse Δαιμόνι', ἐσσι, μεθιῖς, ἄχυνται, ἐλάσαντας.

IV.

Translate at sight :

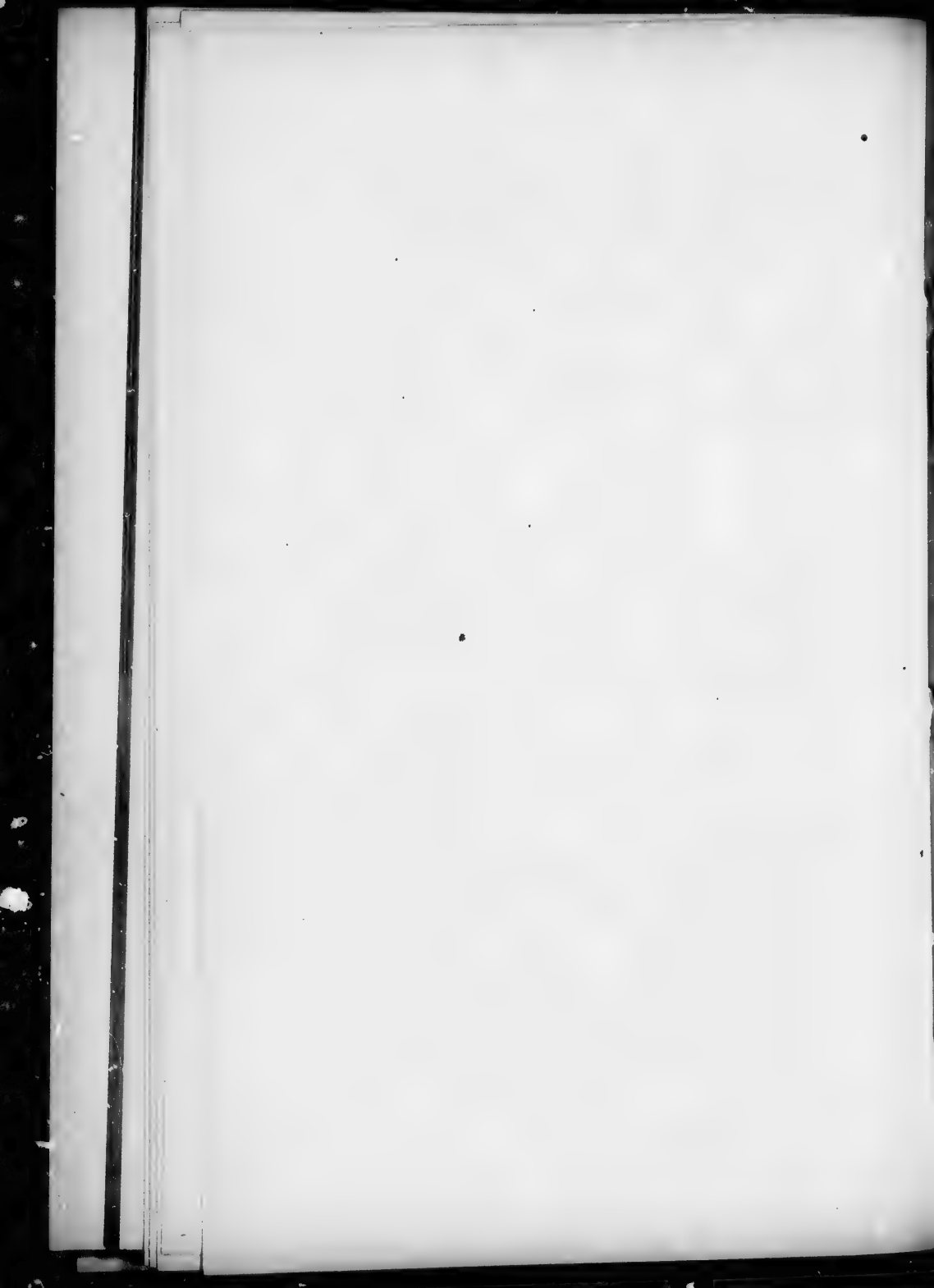
Ἀκούσασι τοῖς στρατηγοῖς ταῦτα ἔδοξε τὸ στράς
 τευμα συναγαγεῖν· καὶ εὐθὺς, φύλακας καταλιπόντε-
 καὶ στρατηγῶν ἐπὶ τοῖς μένουσι Σοφαίνετον, ἐπο-
 ρεύοντο, ἔχοντες ἡγεμόνα τὸν ἀλόντα ἄνθρωπον.
 Ἐπειδὴ δὲ ὑπερέβαλον τὰ ὄρη, οἱ πελτασταὶ
 προϊόντες καὶ κατιδόντες τὸ στρατόπεδον οὐκ ἔμειναν
 τοὺς ὀπλίτας, ἀλλ' ἀνακραγόντες ἔθεον ἐπὶ τὸ
 στρατόπεδον. Οἱ δὲ βάρβαροι ἀκούσαντες τὸν
 θόρυβον οὐχ ὑπέμειναν, ἀλλ' ἔφευγον· ὅμως δὲ καὶ
 ἀπέθανόν τινες τῶν βαρβάρων καὶ ἵπποι ἦλωσαν ὡς
 εἴκοσι, καὶ ἡ σκηνὴ ἢ Τηριβάζου εἴλω.

XENOPHON, *Anabasis*, IV.

ὑπερβάλλω, to cross.

ἀνακράζω, to cry out.

ἀλίσκομαι, to be taken.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

MATRICULATION.

LATIN AUTHORS.

Examiner: FRANCIS HUSTON WALLACE, M.A., B.D.

I.

1. Translate:

Hoc prius Æneas misso certamine tendit
Gramineum in campum, quem collibus undique curvis
Cingebant silvae; mediaque in valle theatri
Circus erat, quo se multis cum millibus heros
Consessu medium tulit exstructoque resedit.
Hic, qui forte velint rapido contendere cursu,
Invitat pretiis animos, et præmia ponit.
Undique conveniunt Teucri mixtique Sicani;
Nisus et Euryalus primi:
Euryalus forma insignis viridique juventa,
Nisus amore pio pueri; quos deinde secutus
Regius egregia Priami de stirpe Diore;
Hunc Salius simul et Patron: quorum alter Acarnan,
Alter ab Arcadio Tegeæae sanguine gentis;
Tum duo Trinacrii juvenes, Helymus Panopesque,
Assueti silvis, comites senioris Acestæ;
Multi præterea, quos fama obscura recondit.

VIRGIL, *Æneid*, V.

2. Parse and explain the syntax of *misso*, *theatri*, *consessu*, *velint*, *silvis*.

3. Give the principal parts of *tendit*, *resedit*, *mixtique*, *assueti*, *recondit*.

4. Decline together *senioris Acestæ*.

5. Outline the story of the *Æneid*.

II.

1. Translate :

Eodem die castra promovit et millibus passuum sex a Caesaris castris sub monte consedit. Postridie eius diei praeter castra Caesaris suas copias traduxit et millibus passuum duobus ultra eum castra fecit, eo consilio, uti frumento commeat-
uque, qui ex Sequanis et Aeduis supportaretur, Caesarem intercluderat. Ex eo die dies continuos quinque Caesar pro castris suas copias produxit et aciem instructam habuit, ut, si vellet Ariovistus proelio contendere, ei potestas non deesset. Ariovistus his omnibus diebus exercitum castris continuit, equestri proelio quotidie contendit. Genus hoc erat pugnae, quo se Germani exercuerant. Equitum millia erant sex, totidem numero pedites velocissimi ac fortissimi, quos ex omni copia singuli singulos suae salutis causa delegerant. Cum his in proeliis versabanter; ad hos se equites recipiebant: hi, si quid erat durius, concurrebant, si qui graviore vulnere accepto equo deciderat, circumstisiebant; si quo erat longius prodeundum aut celerius recipiendum, tanta erat horum exercitatione celeritas, ut iubis equorum sublevati cursum adaequarent.

CAESAR, *Bellum Gallicum*, I.

2. Account for the case of *millibus, diei, commeat-
que, dies, diebus*.

3. Parse *uti, instructam, totidem, durius, prodeun-
dum*.

4. Translate :

Postridie eius diei refractis portis, cum iam defenderet nemo, atque intromissis militibus nostris sectionem eius oppidi universam Caesar vendidit. Ab iis, qui emerant, capitum numerus ad eum relatus est millium quinquaginta trium.

Ibid, II.

III.

Translate at sight :

Caius Duilius, primo Punico bello dux contra Carthaginienses missus, cum videret eos multum mari posse, classem magis validam quam decoram fabricavit, et manus ferreas cum irrisu hostium primus instituit, quibus inter pugnandum hostium

naves apprehendit, qui victi et capti sunt. Hannibal dux classis, Carthaginem fugit; et a senatu quaesivit, quid faciendum censerent. Omnibus, ut pugnaret, acclamantibus: "Feci," inquit, "et victus sum." Sic poenam crucis effugit; nam apud Poenos dux, male re gesta, puniebatur.

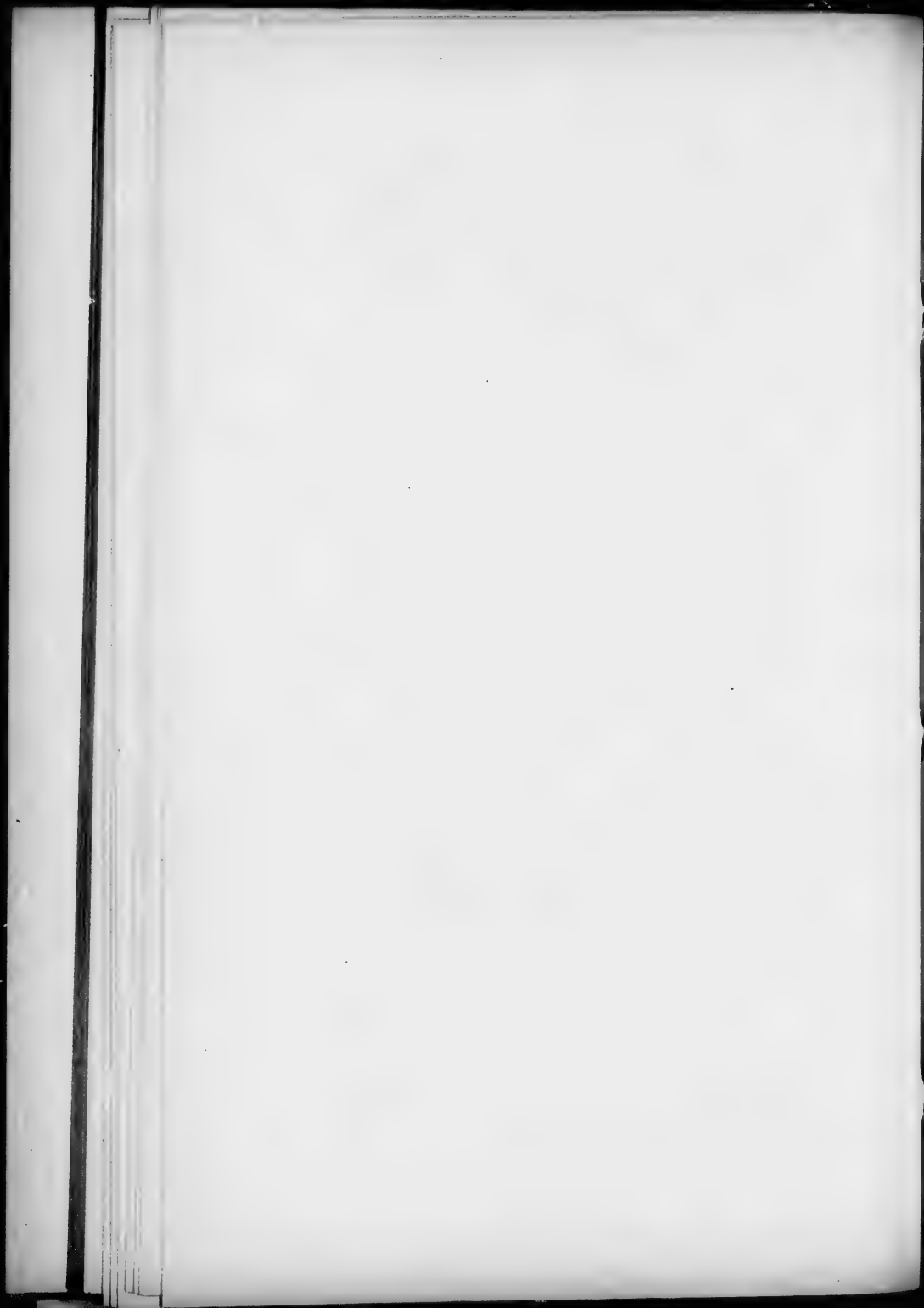
validus, powerful.

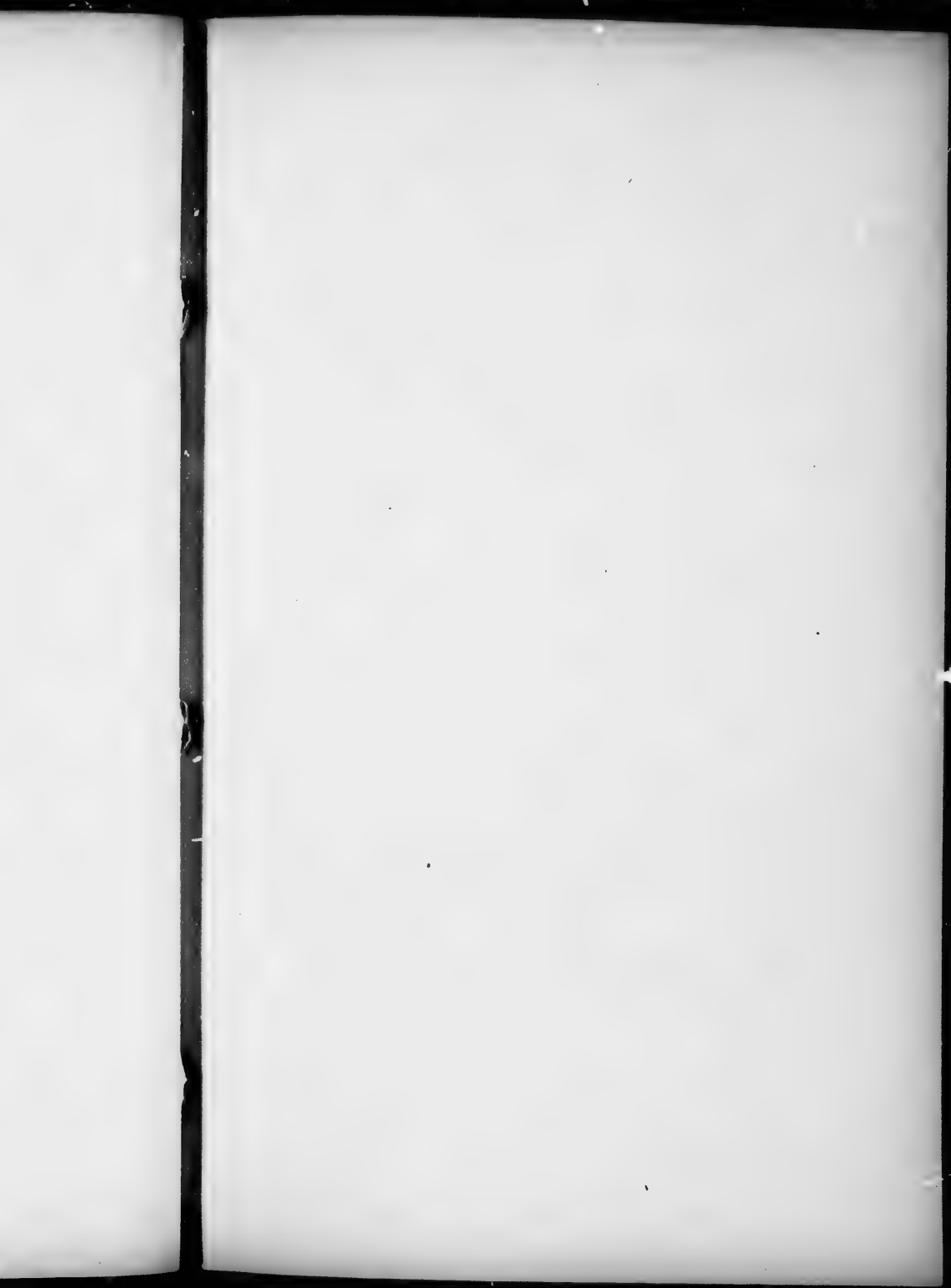
decorus, beautiful.

ferreus, of iron.

irrisus, derision.

apprehendere, to grapple.





University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

MATRICULATION.

LATIN GRAMMAR AND COMPOSITION.

Examiner: H. R. FAIRCLOUGH, M.A.

A.

Translate into Latin:

1. He replied that he had taken up arms to assist the oppressed.

2. Having ascertained this fact, he asked why they did not think it a shame to break their word.

3. To prevent him from betraying the allies, he was sent to Messina.

4. We were afraid that you would not come before the winter.

5. Do not pardon him; see to it that he repents of his folly.

6. So great was the danger, that Cæsar had the walls pulled down.

7. Having pursued the enemy for three hours, our men were persuaded to return to camp.

8. Thales, on being asked, what was difficult, said, "To know oneself." Being also asked, what was easy, he replied, "To give advice."

9. Darius wrote to Alexander, that he could not always be caught in a defile (*saltus*); that Alexander had to cross the Euphrates, to enter plains, where he would have occasion to blush for the smallness of his numbers.

10. The Suevian tribe, says Cæsar, is by far the largest and most warlike of all the Germans. It is said they have one hundred cantons, from each of which they lead forth for war one thousand every year; the rest remain at home and maintain both themselves and the troops.

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POSITION.

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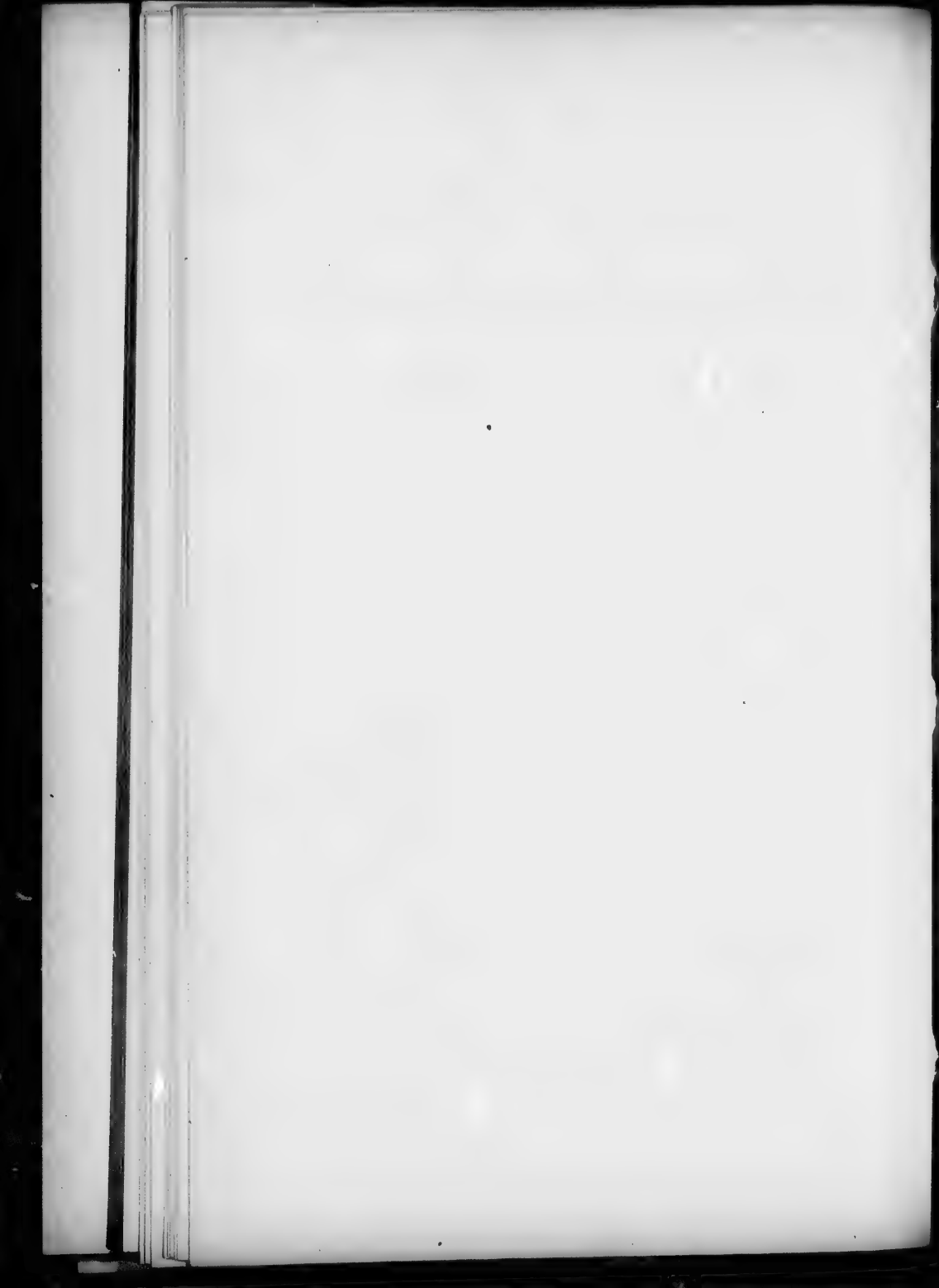
1. What peculiarities are there in the declension of the following : *deus, filius, domus, facies, celum, vetus, alius, alteruter, iens, mille* ?

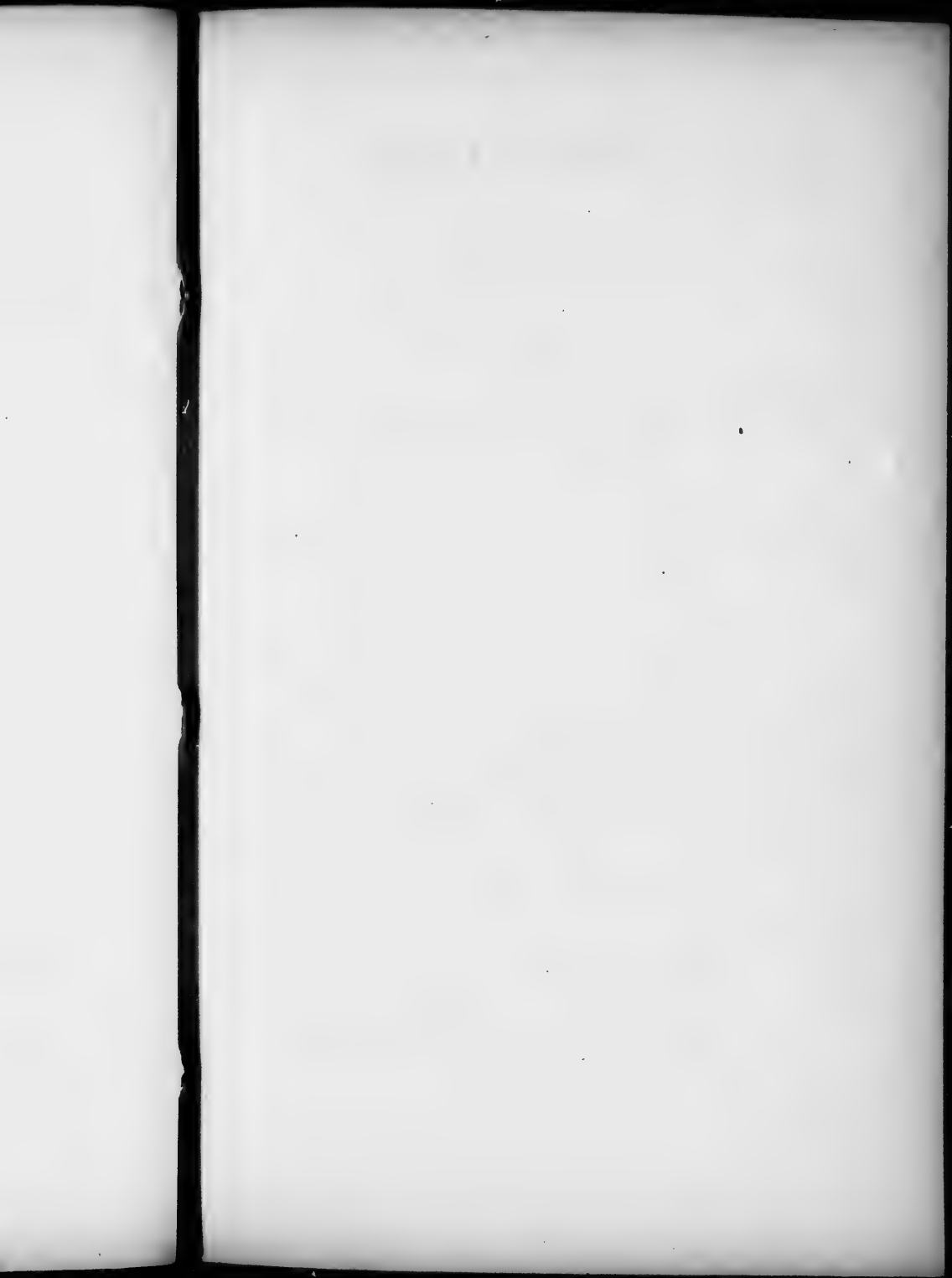
2. Compare *juvenis, vetus, nequam, faciliter, diu, prope*.

3. Give the principal parts of *vinco, vivo, consisto, constituo, refero, pendo, quero, queror, orior, confido*, (all from Caesar, I.)

4. Give the imperf. subj. act. 3rd sing. of *fero, nolo, eo* ; the fut. indic. act. 3rd sing. of *partior, volo, fatur* ; the participles passive of *pello, confero, mitto*.

5. What is the force of the termination in each of the following words : *cupesso, civicus, vehiculum, silvovosus, luceo, senatus* ?





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SUPPLEMENTAL EXAMINATIONS: 1891.

JUNIOR MATRICULATION.

ALGEBRA.

Examiners: { A. R. BAIN, LL.D.
I. E. MARTIN, B.A.

1. (a) Simplify

$$a - (b - c) - [a - b - c - 2 \{b + c - 3(c - a) - d\}]$$

(b) Shew that, if

$$x = a + d, y = b + d, \text{ and } z = c + d;$$

then will

$$x^3 + y^3 + z^3 - yz - zx - xy = a^3 + b^3 + c^3 - bc - ca - ab.$$

2. (a) Divide

$$acx^3 + (ad - bc)x^2 - (ac + bd)x + bc \text{ by } ax - b.$$

(b) Find the factors of

$$ab + bc + cd + da \text{ and } ax^2 + x + a + 1.$$

3. (a) Find the H. C. F. of

$$x^2 - 7x + 12, 3x^2 - 6x - 9 \text{ and } 2x^3 - 6x^2 - 8.$$

$$(b) \text{ Simplify } \frac{\frac{a+x}{a-x} - \frac{a-x}{a+x}}{\frac{a+x}{a-x} + \frac{a-x}{a+x}}.$$

4. Solve the equations for x

$$(a) a(x - a) = b(x - b).$$

$$(b) (x + a)^4 - (x - a)^4 + 8a^4 = 8ax^3.$$

$$(c) (x + b)^2 - (x - b)^2 + c^2 = 4bx + a^2.$$

5. Find two numbers, one of which is $\frac{3}{8}$ of the other, so that the difference of their squares may be equal to 16.

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$$3(c-a-d)]$$

$$+d;$$

$$-bc-ca-ab.$$

$$\text{by } ax-b.$$

$$+1.$$

$$6x^2-8.$$

$$a^2.$$

f the other, so
ual to 16.

6. A man bought a certain number of railway shares for £1.875; he sold all but 15 of them for £1,740, gaining £4 per share on their cost price; how many shares did he buy?

7. (a) Multiply $x^{\frac{1}{2}} - x^{\frac{1}{3}} + x^{\frac{1}{4}} - x^{-\frac{1}{5}}$ by $x^{\frac{1}{2}} + x^{\frac{1}{3}}$.

(b) Extract the square root of $(23 - 8\sqrt{7})$.

(c) If $x = 2 + \sqrt{2}$ prove that $(x-1)(x-2) = x$.

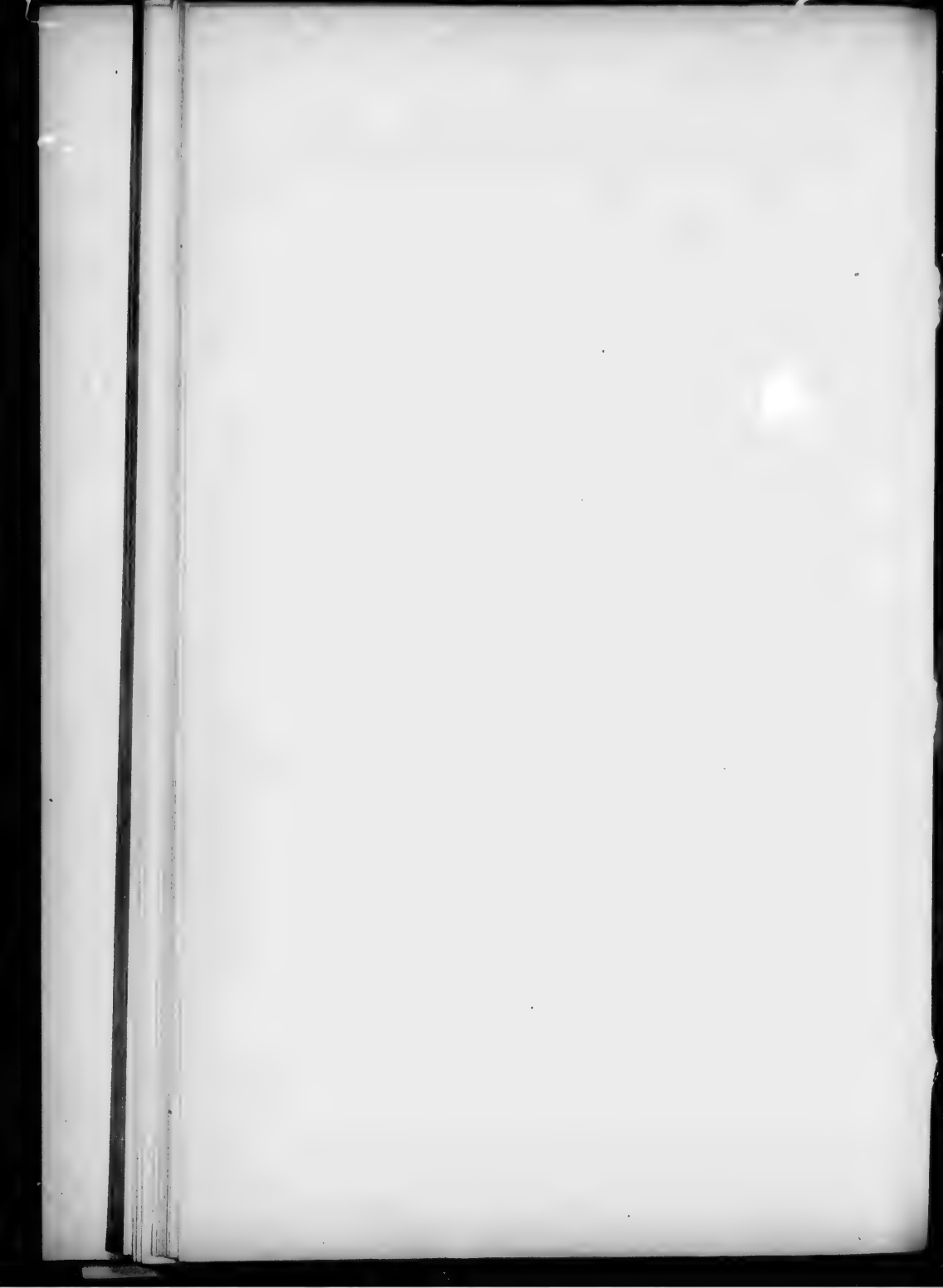
8. If $a(y+z) = b(z+x) = c(x+y)$ then

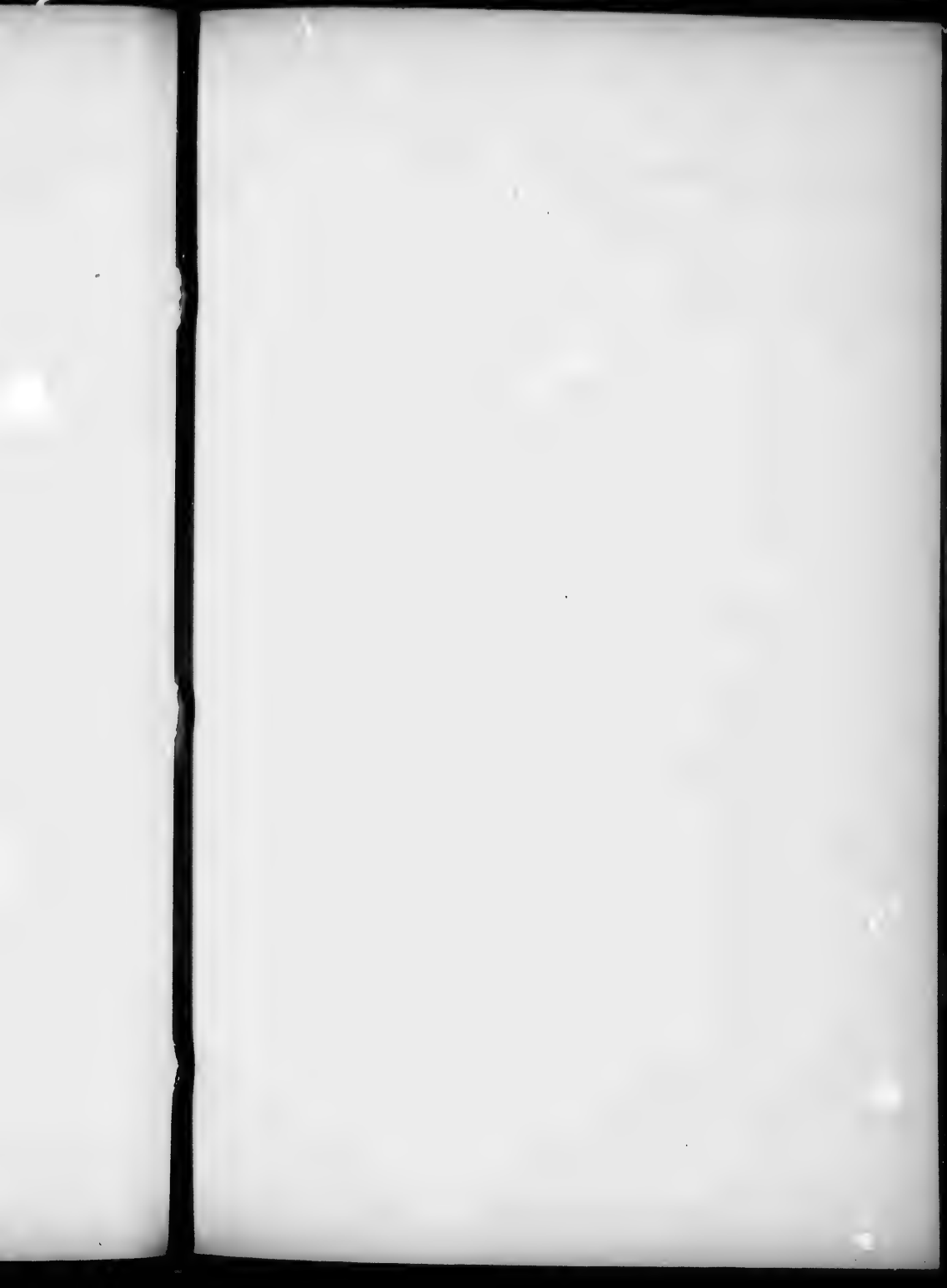
$$\frac{y-z}{a(b-c)} = \frac{z-x}{b(c-a)} = \frac{x-y}{c(a-b)}.$$

9. If a men or b boys can dig m acres of ground in n days, shew that the number of boys whose assistance will be required to enable $(a-p)$ men to dig $(m+p)$ acres in $(n-p)$ days will be

$$\frac{pb}{a} \left\{ 1 + \frac{(n+m)a}{(n-p)m} \right\}.$$

10. If one-third of the sum of the squares of the roots of the equation $x^3 + px + q = 0$ be equal to their product, shew that $p^2 = 5q$.





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SUPPLEMENTAL EXAMINATIONS : 1891.

JUNIOR MATRICULATION.

EUCLID.

Examiners : { A. R. BAIN, LL.D.
I. E. MARTIN, B.A.

NOTE.—Any six questions constitute a full paper.

1. The greater angle of every triangle is subtended by the greater side, or has the greater side opposite to it.

In the triangle ABC , if AC be not greater than AB , shew that any straight line drawn through A and terminated by the base BC is less than AB .

2. Any two sides of a triangle are together greater than the third side.

Any two sides of a triangle are together greater than twice the straight line drawn from the vertex to the middle point of the remaining side.

3. Triangles on the same base and between the same parallels are equal in area.

ABC is a triangle, and D is any point in AB : it is required to draw through D a straight line DE to meet BC produced in E , so that the triangle DBE may be equal to the triangle ABC .

4. In an obtuse-angled triangle, if a perpendicular is drawn from either of the acute angles to the opposite side produced, the square on the side subtending the obtuse angle is greater than the squares on the sides containing the obtuse angle by twice the rectangle contained by the side on which, when produced, the

perpendicular falls, and the line intercepted without the triangle, between the perpendicular and the obtuse angle.

ABC is a triangle right-angled at C , and DE is drawn from a point D in AC perpendicular to AB : shew that the rectangle $AB \times AE$ is equal to the rectangle $AC \times AD$.

5. To describe a square that shall be equal to a given rectilineal figure,—

Given a square and one side of a rectangle which is equal to the square, find the other side.

6. If two circles cut one another they cannot have the same centre.

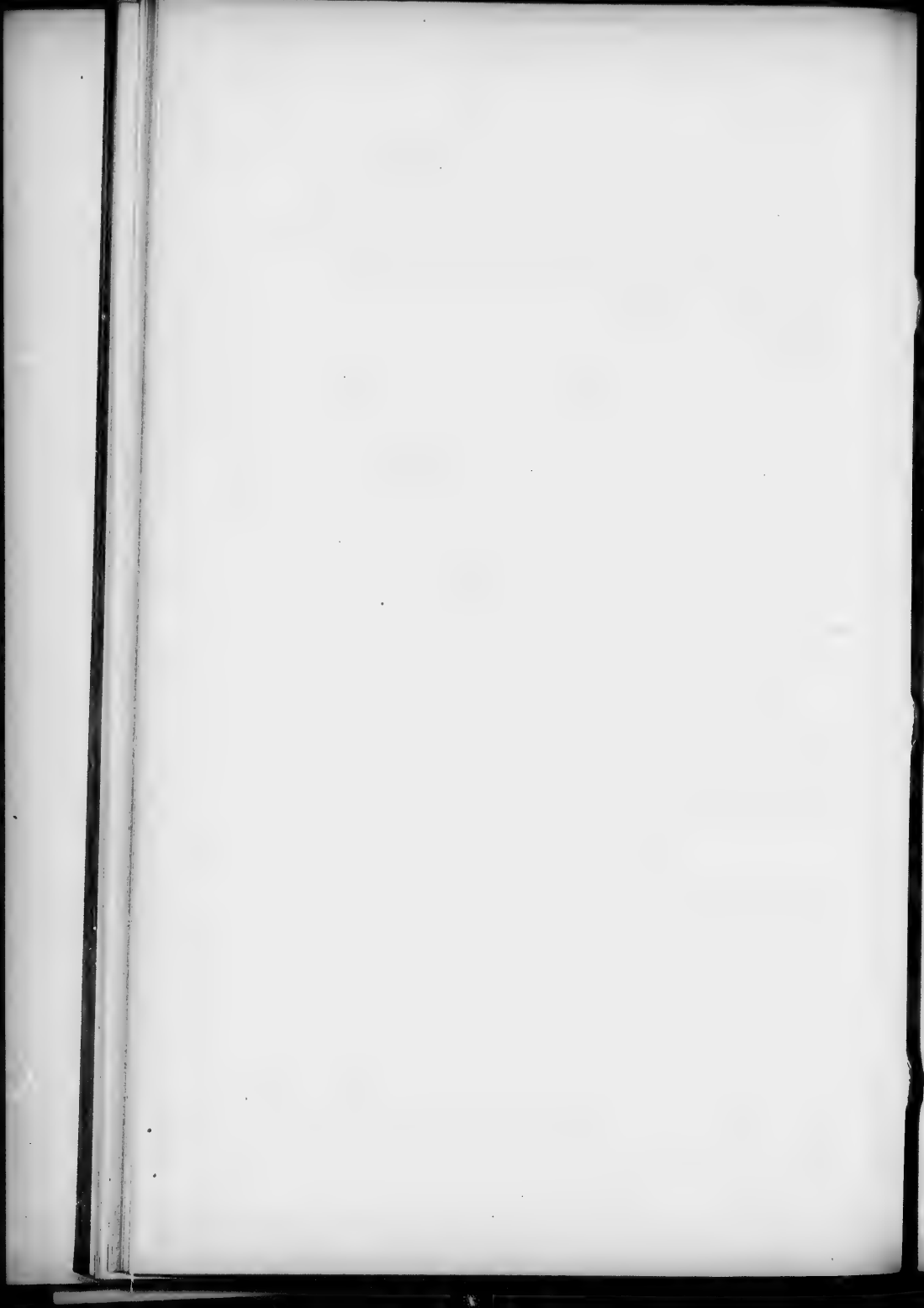
Two circles, which intersect at one point, must also intersect at another.

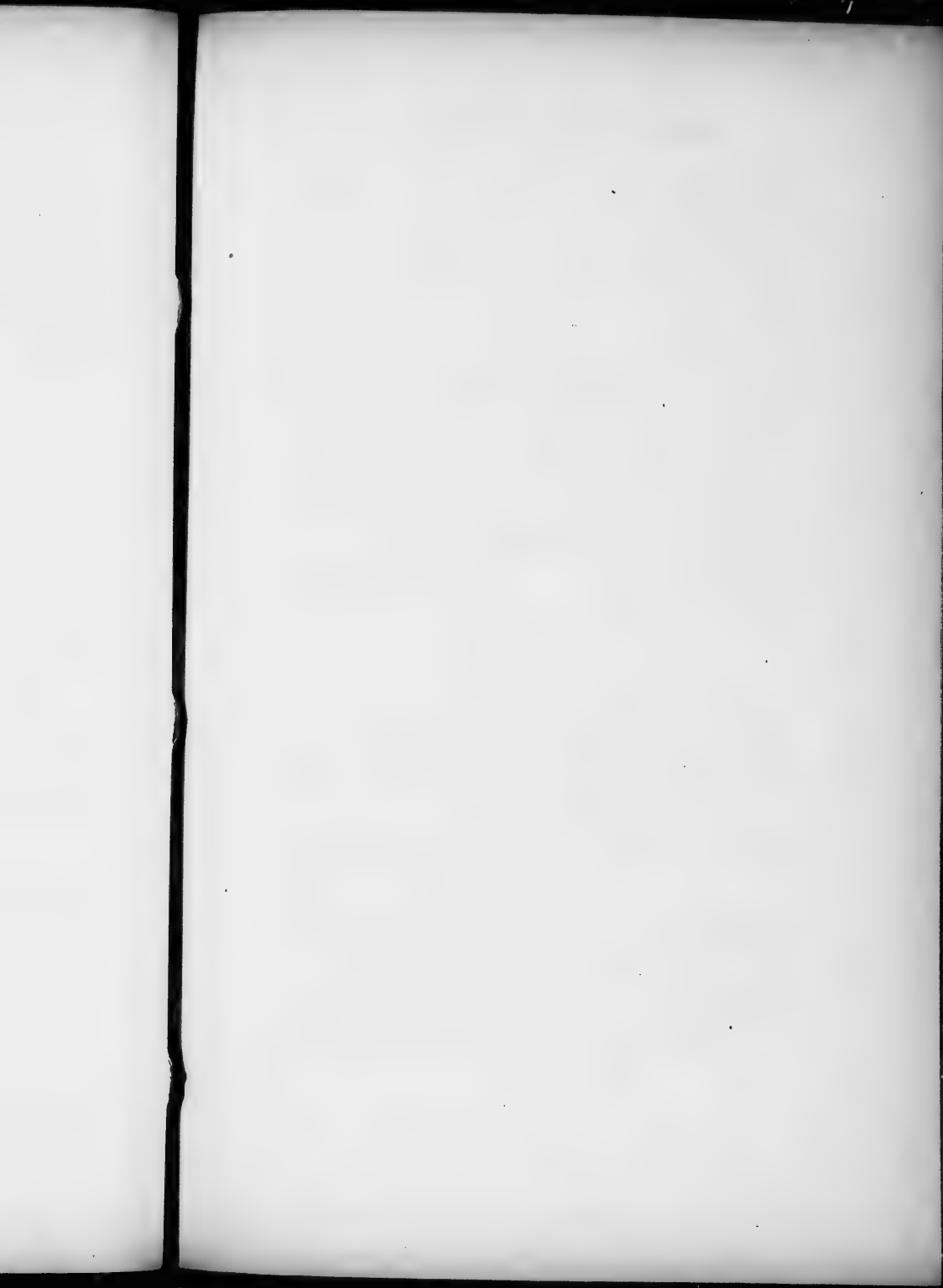
7. To draw a tangent to a circle from a given point either on, or without, the circumference,—

In the diameter of a circle produced, determine a point such that the two tangents drawn from it may contain a given angle.

8. In equal circles, the chords which cut off equal arcs shall be equal.

Two equal circles intersect at A and B ; and through A any straight line DC is drawn terminated by the circumferences: shew that BD is equal to BC .





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SUPPLEMENTAL EXAMINATIONS : 1891.

JUNIOR MATRICULATION.

ENGLISH GRAMMAR.

Examiners : { W. J. ALEXANDER, PH.D.
 { T. C. L. ARMSTRONG, M.A.

A.

1. Show the distinction between the old and modern methods of indicating the plural in English nouns. Give three examples of each of the following:

Nouns having singular forms with plural meanings.

" " singular forms only.

" " plural forms only.

" " plural forms with singular meanings.

" " plural forms with changed meanings.

2. Write a note on the distinction of gender in English nouns. Show what remnants of true gender we have. Explain the method of personification, and state its advantages.

3. What are the rules of syntax as to the concord of verb and subject, verb and pronoun, adjective and noun, verb and verb?

B.

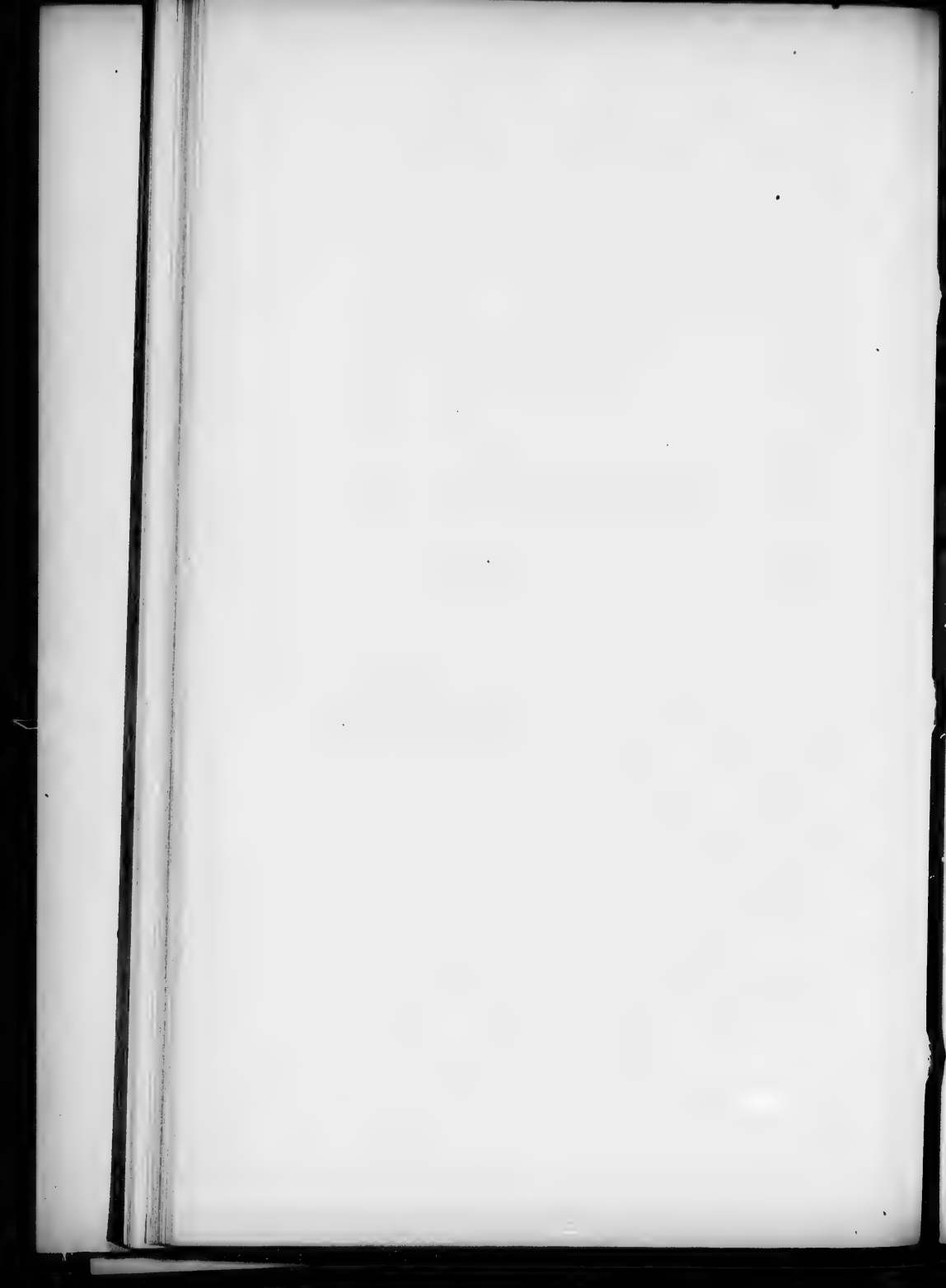
It has *ever* been my opinion, that an excessive solicitude to avoid the use of *our* first personal pronoun *more often* has its source in conscious selfishness than in true self-oblivion. A quiet observer of human follies may often *amuse or sadden his thoughts* by detecting a perpetual feeling of purest egotism through a long masquerade of disguises, the half of which, had old Proteus been master of *as many*, would have wearied out the patience of Menelaus. I say, the patience only; for it would ask more than the simplicity of Polypheme, with his one eye extinguished, to be deceived by so poor a repetition of nobody. Yet I can with strictest truth assure my readers that with a pleasure, combined with a sense of weariness, I see the *nigh* approach of that point of my labours, in which I can convey my opinions and the workings of my heart without reminding *the reader* obtrusively of myself. But the frequency with which I have spoken *in my own person*, recalls my apprehensions to the second danger, which it was my hope to guard against; the probable charge of arrogance or presumption, *both for* daring to dissent from the opinions of great authorities and perhaps, from the general opinion concerning the true value of certain authorities *deemed great*.

1. (a) What rhetorical advantage is sought by avoiding the first person which is here criticised; (b) mention some of the methods of disguising it; (c) what is gained by using the plural pronoun (we) for the singular, and when is it allowable?

2. Write critical notes on the words and phrases in italics, discussing anything in each worthy of literary or grammatical notice.

3. Show clearly the relation of each of the main sentences of this paragraph, and how this relation is expressed or implied.

4. Paraphrase: Long masquerade of disguises; so poor a repetition of nobody; reminding the reader obtrusively of myself.



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SUPPLEMENTAL EXAMINATIONS: 1891.

JUNIOR MATRICULATION.

ENGLISH POETICAL LITERATURE.

Examiner: W. J. ALEXANDER, PH.D.

1. Describe *Evangeline* in such a way as to give a clear and correct an idea of the poem to a person who had never read it. (N.B.—The candidate is cautioned against devoting a disproportionate space to the mere story of the poem).

2. Reproduce in your own words and in good literary form the sequence of thought in *The Arsenal of Springfield* or in *The Ladder of St. Augustine*.

3.

THE DAY IS DONE.

The day is done, and the darkness
Falls from the wings of night,
As a feather is wafted downward
From an eagle in his flight.

I see the lights of the village
Gleam through the rain and mist,
And a feeling of sadness comes o'er me,
That my soul cannot resist:

A feeling of sadness and longing,
That is not akin to pain,
And resembles sorrow only
As the mist resembles the rain.

Come, read to me some poem,
Some simple and heartfelt lay,
That shall soothe this restless feeling,
And banish the thoughts of day.

Not from the grand old masters,
Not from the bards sublime,
Whose distant footsteps echo
Through the corridors of time.

For, like strains of martial music,
Their mighty thoughts suggest
Life's endless toil and endeavour;
And to-night I long for rest.

Read from some humbler poet,
Whose songs gushed from his heart,
As showers from the clouds of summer,
Or tears from the eyelids start,

Who, through long days of labour,
And nights devoid of ease,
Still heard in his soul the music
Of wonderful melodies.

Such songs have power to quiet
The restless pulse of care,
And come like the benediction
That follows after prayer.

Then read from the treasured volume
The poem of thy choice,
And lend to the rhyme of the poet
The beauty of thy voice.

And the night shall be filled with music,
And the cares, that infest the day,
Shall fold their tents, like the Arabs,
And as silently steal away.

(a) What is the main idea communicated in this poem?

(b) Divide this poem into some four or five sections, and show what each of these contributes to the unfolding of the main idea.

(c) Point out the merits and defects of the poem.

4. Explain fully and accurately the italicised words in the following:

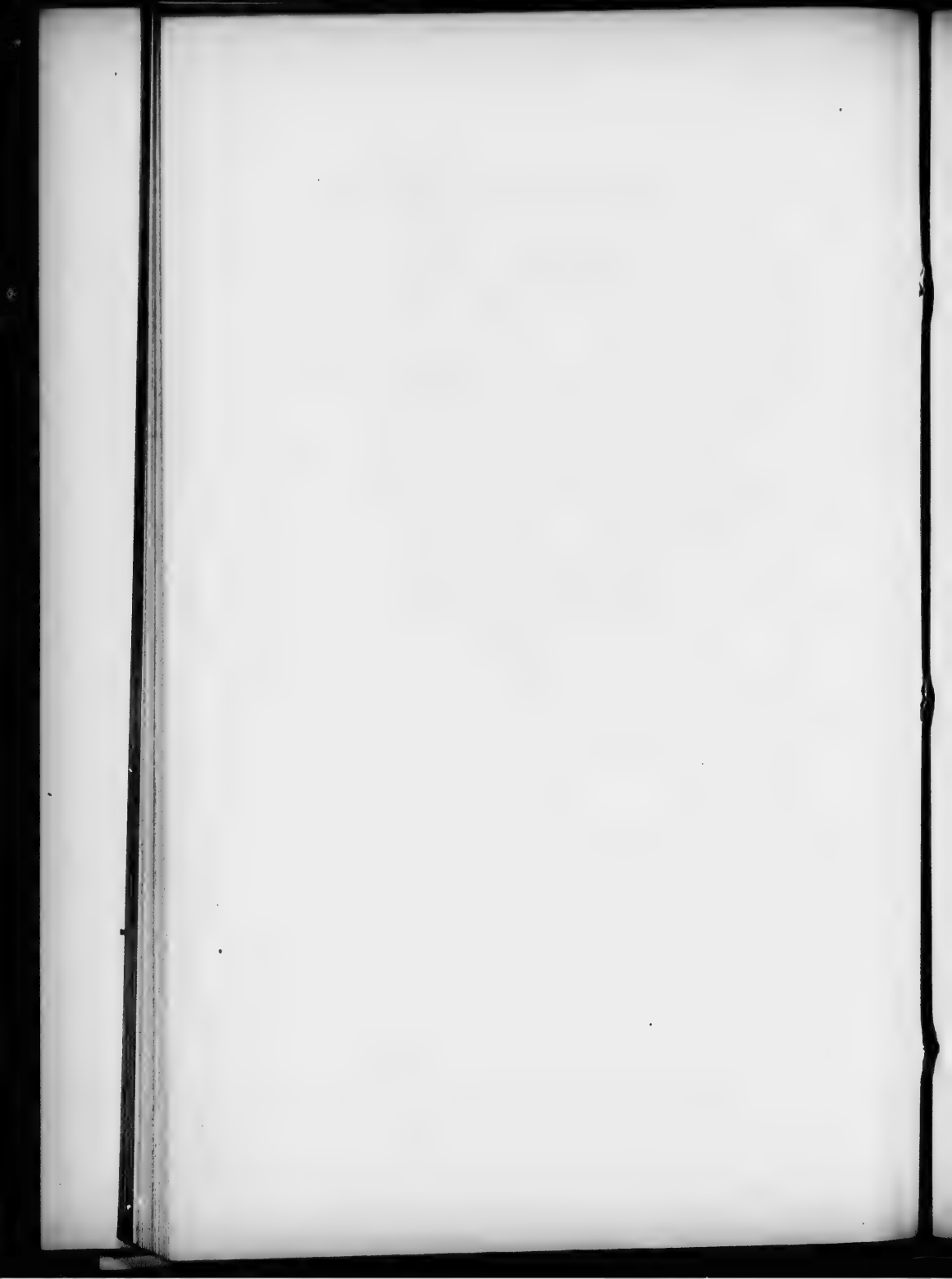
(a) Rushed through the court-yard, thrusting in his
rage
To right and left each *seneschal* and page.

(b) And now returned again
To Sicily the old *Saturnian reign*.

- (c) Whom Saxon *Cædmon* calls the Blithe-heart king.
- (d) Like sweet thoughts of love on a darkened and
 devious spirit.
- (e) —with distaffs spinning the golden
 Flax for the gossiping *looms*.
- (f) Sat a herdsman arrayed in gaiters and *doublet* of
 deerskin

5. Indicate in what poem and in what connection the following passages are to be found: (N.B.—Five constitute a full answer).

- (a) The friends who leave us do not feel the sorrow
 Of parting, as we feel it, who must stay.
- (b) The heights by great men reached and kept
 Were not attained by sudden flight.
- (c) Each morning sees some task begun,
 Each evening sees its close;
 Something attempted, something done,
 Has earned a night's repose.
- (d) Let us, then, be up and doing,
 With a heart for any fate.
- (e) This life of mortal breath
 Is but a portal of the life elysian
 Whose portal we call death.
- (f) Like the odours of brine from the ocean
 Comes the thought of other years.
- (g) Men have no faith in fine-spun sentiment
 Who put their trust in bullocks and in bees.



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SUPPLEMENTAL EXAMINATIONS : 1891.

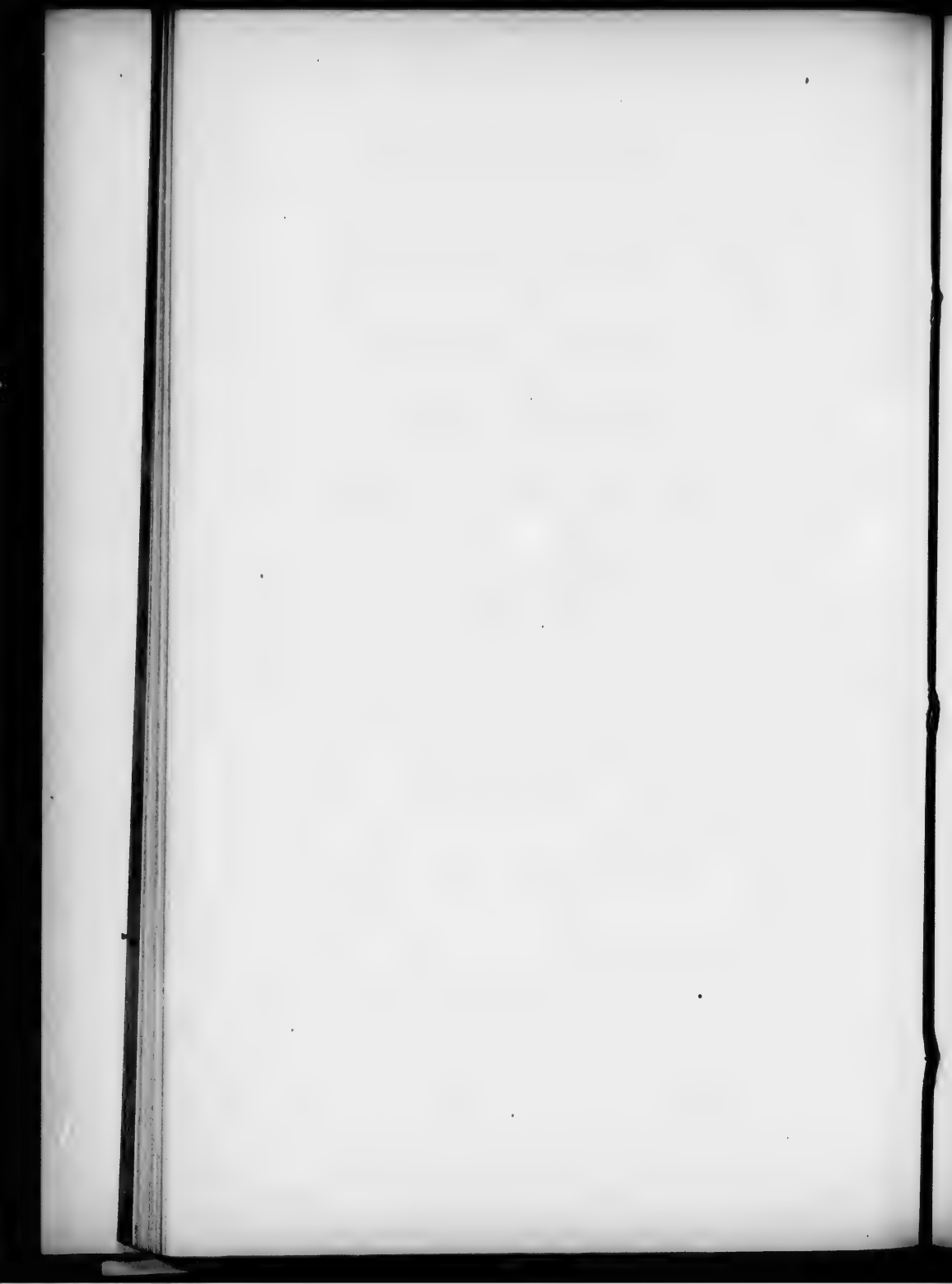
JUNIOR MATRICULATION.

ENGLISH COMPOSITION.

Examiner : W. J. ALEXANDER, PH.D.

Write an essay on any one but not more than one of the following themes :

- (a) The Passage of Arms at Ashby.
- (b) The Trial of Rebecca.
- (c) The character of Warren Hastings, its merits and defects.
- (d) Camping in Ontario.
- (e) College Life as pictured by one just entering it.



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SUPPLEMENTAL EXAMINATIONS: 1891.

JUNIOR MATRICULATION.

HISTORY AND GEOGRAPHY.

Examiners: { W. J. ALEXANDER, PH.D.
T. C. L. ARMSTRONG, M.A.

NOTE.—Candidates may take any two questions in each of the sections A, B, C, D.

A.

1. Describe the measures taken by Parliament in 1689, in reference to (1) the monarchy; (2) control of revenues; (3) control of the army.
2. Indicate briefly the circumstances that led to the formation of the first English Ministry.
3. Relate the circumstances that led to the fall of Marlborough, and indicate the political significance of that event.
4. Describe briefly the struggle between George III. and the Parliament.

B.

1. Sketch briefly the career of Marius or that of Sulla.
2. Write a short account of the second Macedonian war, and the "liberation of Greece," immediately following its close.
3. Give a brief account of the agrarian reforms of the Gracchi.

C.

1. Trace briefly the struggle between the Greek States and Philip of Macedon,

2. State the causes that led to the Peloponnesian war. Mention some of the chief events in that war, and estimate the effect it had on the parties.

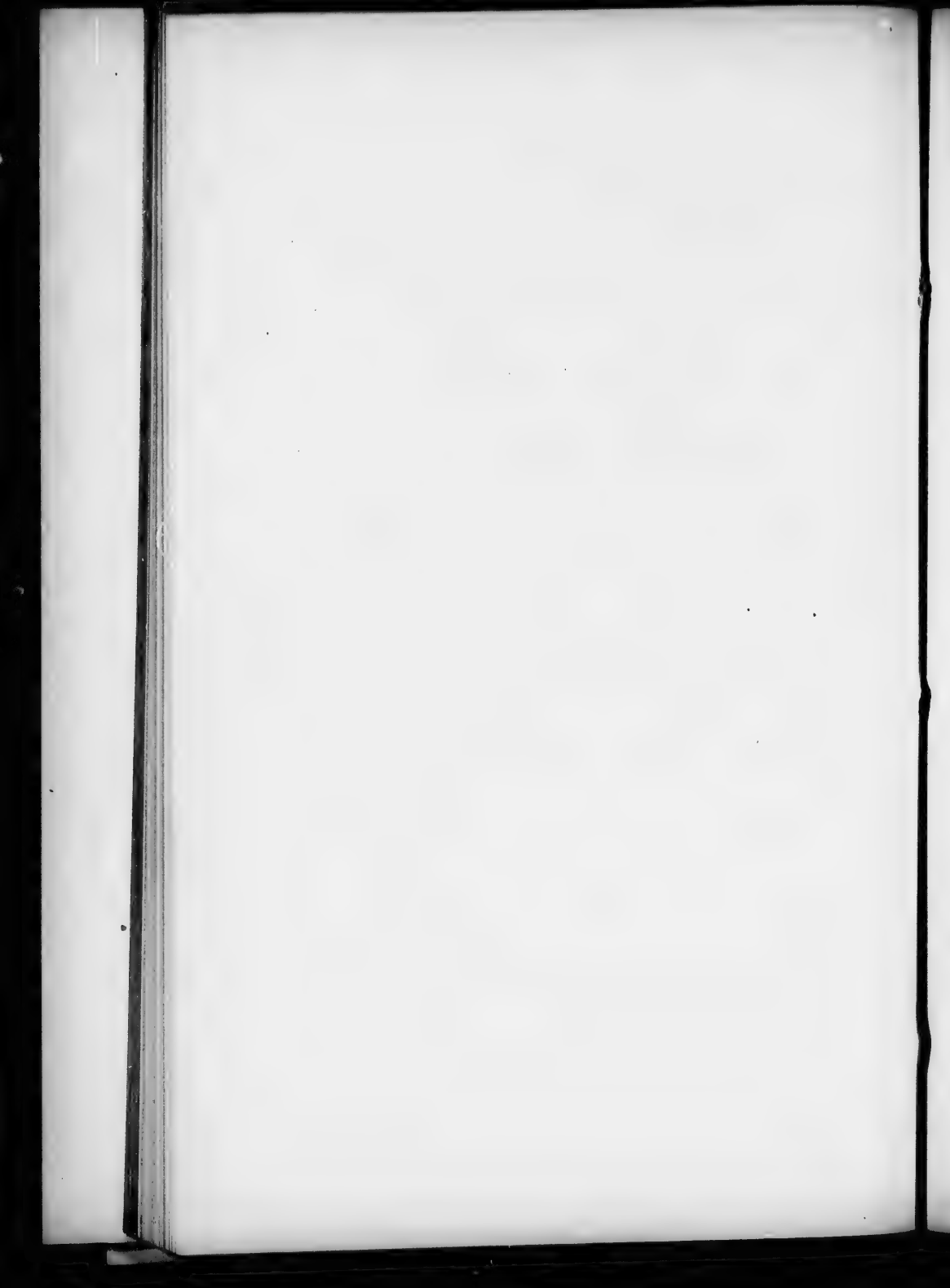
3. Sketch the career of Epaninondas or of Pericles.

D.

1. Enumerate and describe the various British Colonial possessions after the capture of Quebec by Wolfe.

2. Draw an outline map of the Roman Empire in the East at the death of Augustus, indicating the positions of the chief places.

3. Tell where each of the following was situated, and state any events of importance in its history:—
Etruria, Capua, Samnium, Tarentum, Cannæ, Syracuse, Zama.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

MATRICULATION.

FRENCH AUTHORS.

Examiner : W. H. FRASER, B.A.

NOTE.—Candidates will omit either I. or II.

I.

Translate :

La mère Louveau se remit lentement. Elle se débattit contre la mauvaise chance, fit l'impossible pour joindre les deux bouts.

S'ils avaient eu de quoi acheter un bateau neuf, 5 ils auraient pu relever leur commerce, mais on avait dépensé toutes les économies pendant les jours de maladie, et les bénéfices passaient à boucher les trous de la *Belle-Nivernaise* qui n'en pouvait plus.

10 Victor devint une lourde charge pour eux.

Ce n'était plus l'enfant de quatre ans que l'on habillait dans une vareuse et que l'on nourrissait pardessus le marché.

Il avait douze ans, maintenant ; il mangeait 15 comme un homme, bien qu'il fût resté maigrichon, tout en nerfs et qu'on ne pût encore songer à lui faire manœuvrer la gaffe,—quand l'Équipage se cassait quelque chose.

Et tout allait de mal en pis. On avait eu grand' 20 peine au dernier voyage, à remonter la Seine jusqu'à Clamecy.

La *Belle-Nivernaise* faisait eau de toutes parts ; les raccords ne suffisaient plus, il aurait fallu radoubier toute la coque, ou plutôt mettre la barque 25 au rancart et la remplacer.

1. *La mère Louveau* (l. 1). Explain this use of the definite article.

2. *La mère . . . lentement* (l. 1). Re-write the sentence in interrogative form, turning the verb into the pluperfect tense.

3. *un bateau neuf* (l. 4). Distinguish *un bateau neuf* and *un nouveau bateau*.

4. *qu'on ne pût* (l. 16). Why is *pût* subjunctive?

5. *songer à lui faire* (l. 16). Parse *lui*.

6. *quand . . . quelque chose* (ll. 17, 18). Explain the allusion.

7. *grand'peine* (l. 19). Account for the apostrophe in this form.

8. Write in full the pres. subj. of *remit*, the conditional of *fit*, the pres. indic. of *joindre*, the past def. of *mangeait*, and the impf. indic. of *remplacer*.

II.

Translate :

L'élève Maugendre est bien malade.

M. le docteur a beau secouer la tête, quand le pauvre père, qui le reconduit jusqu'à la porte du collège, lui demande d'une voix étranglée d'angoisse:

5 — Il ne va pas mourir, n'est-ce pas ?

On voit bien que M. le docteur n'est pas rassuré. Ses cheveux gris ne sont pas rassurés non plus. Ils disent "non" mollement, comme s'ils avaient peur de se compromettre.

10 On ne parle plus d'habit vert ni de bicorné. Il s'agit seulement d'empêcher l'élève Maugendre de mourir.

M. le docteur a dit nettement qu'on ferait bien de lui rendre la clef des champs, s'il en réchappait....

15 S'il en réchappait !

La pensée de perdre l'enfant qu'il vient de retrouver anéantit tous les désirs ambitieux du père enrichi.

C'est fini, il renonce à son rêve.

20 Il est tout prêt à enterrer de ses propres mains l'élève de l'école forestière.

Il le clouera dans la bière, si l'on veut.

Il ne portera pas son deuil.

Mais, au moins, que l'autre consente à vivre.

25 Qu'il lui parle, qu'il se lève, qu'il lui jette les bras au cou, qu'il lui dise :

—Console-toi, mon père.

Je suis guéri."

Et le charpentier se pencha sur le lit de Victor.

30 C'est fini. Le vieil arbre est fendu jusqu'à l'aubier. Le cœur de Maugendre est devenu tendre.

1. *bien* (l. 1). Give the comparative and superlative.

2. *vient de retrouver* (l. 16). Distinguish from *vient retrouver* and *vient à retrouver*.

3. *du père enrichi* (l. 18). What adjectives regularly follow the noun?

4. *Il et tout prêt* (l. 20). Turn the sentence into the fem. plur.

5. *que l'autre consente* (l. 24). Parse *consente*.

6. *console-toi*, (l. 27). Turn into negative form.

7. *Le vieil arbre* (l. 30). Turn into the plural.

8. Write in full the pres. indic. of *va*, the fut. of *voit*, the impf. indic. of *renonce*, the pres. subj. of *veut*, the pres. subj. of *lève*.

III.

Translate :

L'épicier, le débitant de tabac et le facteur de la poste aux lettres étaient trois personnages bien connus de Zéro, qui entretenait avec eux de bonnes et constantes relations. Sa rare perspicacité

5 l'empêchait de se tromper d'adresse, et il n'allait jamais chez l'un quand on l'envoyait chez l'autre.

Il partit sur-le-champ, bien décidé à ne pas flâner en route; heureux peut-être, au fond de l'âme, de pouvoir effacer par un service rendu la

10 nouvelle faute dont il venait encore de charger sa conscience, et son estomac.

L'épicier, accoutumé à voir venir chez lui ce singulier commissionnaire, qui ne marchandait jamais, le pria poliment d'entrer, acheva de servir

15 deux autres clients, arrivés avant lui, car il faut que chacun passe à son tour, regarda ensuite le papier, prit les trente centimes, choisit deux œufs dans une caisse, les mira au jour pour que Zéro fût

bien certain qu'on le servait en conscience, les
20 plaça délicatement sur un petit lit de varech, les recouvrit de la serviette, puis, entraîné sans doute par la force de l'habitude :

" Et avec cela ? " dit-il à ce chaland d'une nouvelle espèce.

3. *L'épicier* (l. 1). Give the fem. of *épicier*.
2. *de bonnes . . . relations* (ll. 3, 4). Explain this use of *de*.
3. *chez l'un* (l. 6). Distinguish by examples *chez* and *avec*.
4. *poliment* (l. 14). State briefly general rules with examples for the formation of adverbs in *-ment* from adjectives.
5. *il faut que* (l. 15). Translate : *il me faudrait passer* ; *il me fallait passer* ; *il m'aurait fallu passer*
6. *fût* (l. 18). Why subjunctive ?
7. *dit-il* (l. 23). Explain the word order.
8. Write in full the imperative of *étaient*, the pres. subj. of *connus*, the part. def. of *entretenait*, the pres. subj. of *allait*, the fut. of *envoyait*.

IV.

Translate :

Les jurés sont toujours choisis dans la population la plus éclairée. Or, à l'époque du procès historique de Strasbourg, il y avait un juré qui n'entendait pas la langue de Voltaire. On dut traduire à son usage non seulement les dépositions des témoins français, mais toutes les plaidoiries, d'un bout à l'autre. Et le hasard malicieux voulut que ce bonhomme se trouvât le chef du jury. Et c'est lui qui, appuyant la main droite sur le cœur, qu'il avait heureusement à gauche, émit cette singulière déclaration : " Sur mon honneur et ma conscience, devant Dieu et devant les hommes, non, le *jury* n'est pas coupable." On avait employé deux heures à lui apprendre la phrase en français.

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SUPPLEMENTAL EXAMINATIONS: 1891.

JUNIOR MATRICULATION.

ARTS.

FRENCH GRAMMAR AND COMPOSITION.

Examiner: JOHN PETCH, M.A.

1. Write (a) the plural of *carnaval, feu, canal, trou, détail, ciel, chef-d'œuvre, madame, hibou, porte-monnaie*, and (b) the feminine form of *sec, grec, long, franc, vengeur, pêcheur, bref, auteur, égal, tous, paysan*.

2. Give (a) the 1st person singular and plural of the present indicative of *aller, acheter, écrire, jeter, mourir, fuir, employer, contenir, s'asseoir, boire*, and (b) the 3rd person singular of the future indic. and present subj. of *faire, croire, boire, acquérir, venir, savoir, voir, aller, vouloir, asseoir*.

Translate :

3. There are several horses with white heads and black tails ; some have thick manes and short ears. Do they not seem to be of about the same age ? They have been brought here to sell.

4. Every letter you write, every word written therein, the persons to whom the letters are written, and the things about which you write.....

5. France is one of the countries of Europe ; its inhabitants are called French, and the language they speak is also called French. The fourteenth of July is the principal national holiday.

6. The train leaves at five minutes to ten ; if you do not hurry you will be late. I do not intend to go before half-past twelve. So much the better ! But when shall we see you again ? In about two weeks.

7. Here are some fine apples : let's ask the price.
What's the price of your apples to-day, sir ?

These are a cent apiece, those are ten cents a dozen.
Which are the riper, the large ones, or the small ones ?

Try them, gentlemen, they are all quite ripe.
The ones we bought this morning were very good.
These are as good, if not better; I like them better.
How many shall we take ? As many as our pockets will hold ?

Shall I not send them for you ? That will be no trouble.

You may send us a dozen and a half of each kind.
How much do we owe you ?

Ninety and seventy-five—one franc sixty-five centimes, if you please.

8. If we go to bed late and get up early, we shall not have time enough to rest.

They went to bed last night at sun-set, and got up a little after sun-rise.

After working hard all day one cannot sit up late without being sleepy.

My head has been aching ever since I came home.
A good sleep will cure it.

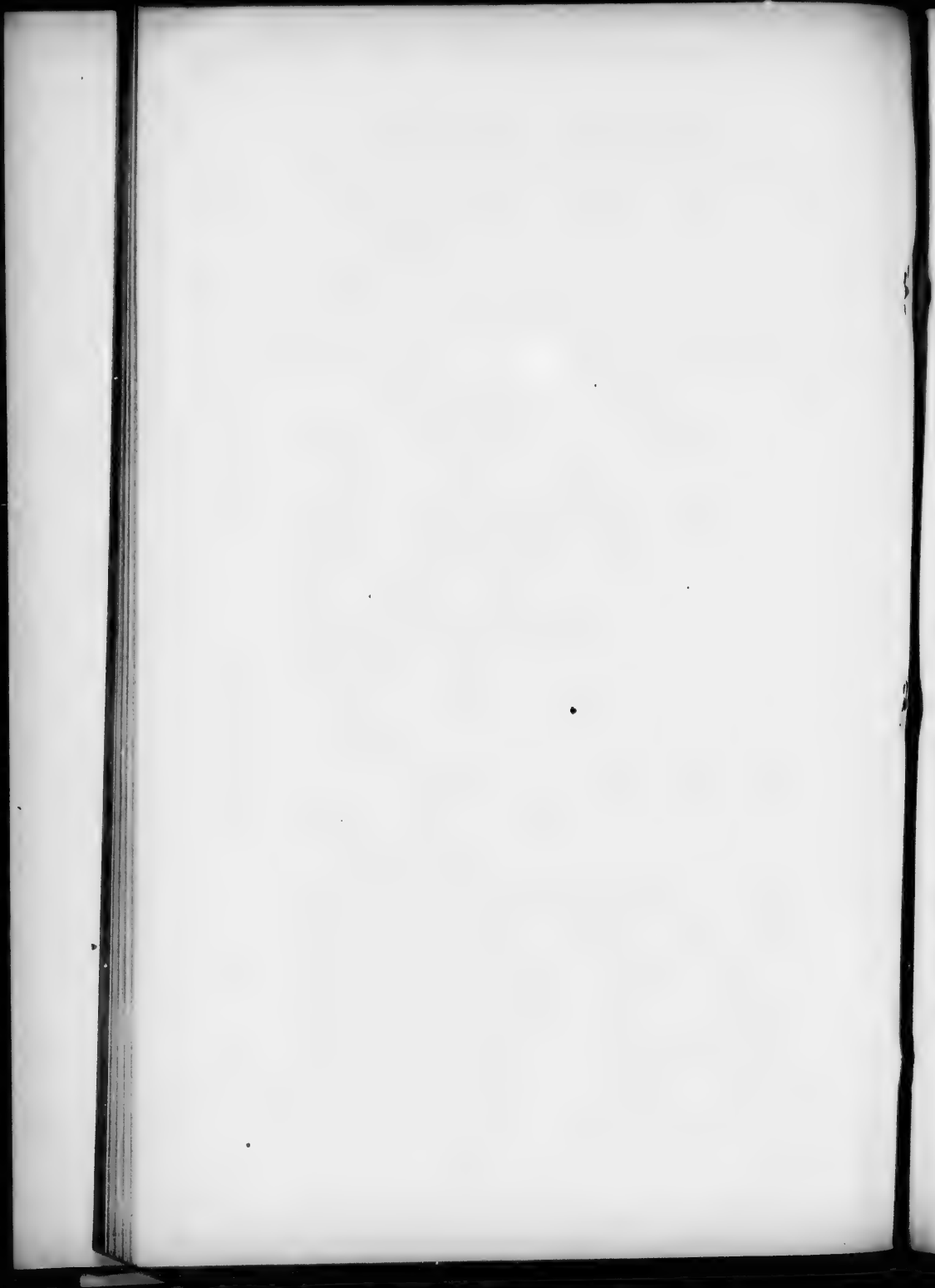
He or I will see you to-morrow. Neither he nor I would have come if it had been warm.

She and he were afraid you had received bad news from John's friend.

They could have lent us all the money we wanted, if they had known.

The boy left home when he was only sixteen, because he was not allowed to go to school.

9. A lady was always in the habit of having her shoes warmed before putting them on. As the weather was very hot one day, the servant brought them to her mistress without having previously placed them before the fire. When the lady's dog observed this, he immediately interfered, manifesting the greatest indignation at the maid's negligence. He took the shoes from her, carried them to the fire, and, after they had been warmed as usual, brought them and laid them down at his mistress's feet. He looked up in her face with apparent satisfaction, evidently intending to say if he could : " It's all right now, madam."



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

ARTS.

GERMAN AUTHORS.

JUNIOR MATRICULATION.

Examiner: JOHN PETCH, M.A.

I.

1. Translate:

Und wie er tritt an des Felsen Hang
Und blickt in den Schlund hinab,
Die Wasser, die sie hinunterschläng,
Die Charybde jetzt brüllend wiedergab,
Und wie mit des fernen Donners Getöse
Entstürzen sie schäumend dem finstern Schoße.

2. Parse Wasser, die, sie, (3rd line), and sie, (6th line).

3. Write the verbs in the tenses that will best correspond with the time and order of the actions represented, and write a note on the tenses here used.

4. Point out particularly how the poet has skilfully represented the sounds of the waters.

5. Write the German of the stanza, with all the changes required by the rules of ordinary prose.

6. Translate:

„Und da hieng ich, und war mir's mit Grausen bewußt,
Von der menschlichen Hilfe so weit,
Unter Larven die einzige fühlende Brust,
Allein in der gräßlichen Einsamkeit,
Tief unter dem Schall der menschlichen Rede
Bei den Ungeheuern der traurigen Rede.“

„Und schauernd dacht' ich's, da froch's heran,
 Regte hundert Gelenke zugleich,
 Will schnappen nach mir; in des Schreckens Wahn
 Laß' ich los der Koralle umklammerten Zweig;
 Gleich faßt mich der Strudel mit rasendem Toben,
 Doch es war mir zum Heil, er riß mich nach oben.“

7. Write the definite article before the following words in the nominative and genitive singular and nominative plural: Getöse, Schoße, Felsen, Grausen, Ungeheuren, Gelenke, Koralle.

8. What does the pronoun *es* represent in each case where it is used in these two stanzas?

II.

9. Translate :

Wenn er nun dort in wieder gesichertem Behagen bei seiner Hausfrau saß, den treuen, bereits ergrauchten Thasso zu Füßen, dann sprach er wohl manchmal, mit einem wehmüthigen Blick auf den „stummen Rathsherrn“: „Gott verzeih' mir's, daß ich Kinderzucht und Hundezucht vergleiche! Die Zucht der Kinder lohnt uns Gott und wir erwarten nicht, daß ein Kind den Sold all unserer Mühen uns gleich bar bei Heller und Pfennig heimzahle. Aber dieser Hund hat zum Dank für meine Zucht mich selber erzogen und zum Entgelt für tausend richtig empfangene gefalgene Prügel mir endlich Anno 1375 gar das Leben gerettet! Niemals ward ein Schulmeister so rasch und vollgültig gelohnt, wie ich durch meinen und der Reichsstadt Weplar stummen Rathsherrn.“

10. Why are the words, wenn, nun, bei, bereits, den („Stummen Rathsherrn,“) in the first sentence, used in preference to als, jetzt, mit, schon, dem? Explain clearly.

11. Point out all verbs that are in the subjunctive mood, and give the rule for each.

12. Give the principal parts of saß, sprach, verzeih', vergleiche, heimzahle, erzogen, ward.

13. Explain briefly the following expressions:—wieder gesichertem Behagen, stummen Rathsherrn, hat mich selber erzogen, gefalgene Prügel.

14. Anno 1375. Give the ordinary form, and write the date in full.

15. Translate :

Dem Leibmedicus ging plötzlich ein helles Licht auf : der Anblick Anna's schien den wunderbaren Umschlag beim Fürsten erzeugt zu haben ; denn die starrsten Weiberhasser pflegen gerade am raschesten und wie durch Zauberei von Weiberaugen besiegt zu werden. In seiner Herzensangst vergaß darum der arme Doktor alle Klugheit und die Bitte des Hofmarschalls obendrein, und plagte mit dem ärztlichen Rathe heraus, daß Seine Durchlaucht doch nicht allzu jäh das gewohnte Arbeits- und Jägerleben mit dem schwülen Getümmel der Repräsentations- und Ballsäle vertauschen möge. Der Fürst sah bei diesem unerbetenen Gutachten den Doktor fast ebenso erstaunt an, wie vorher der Doktor den Fürsten, erhob drohend den Finger, rief : „Schweigen bis ich frage!“ und beschloß mit diesem Worte die kurze Audienz.

16. Write out the singular of the present indicative active of vergaß, möge, sah, erhob.

17. Distinguish besiegt zu werden and gesiegt zu sein, am raschesten and aufs rascheste.

18. Write the last clause of the extract in the future tense with the subject and the other nouns in the plural.

19. Write the following in the nominative and genitive singular and the nominative plural : dem ärztlichen Rathe, dem schwülen Getümmel.

III.

20. Translate :

Wie er so da saß, sich den kalten Kopf rieb und, ohne etwas zu sagen, auf seinen Eierbecher hinstarrte, bot er ein Bild tiefster Ratlosigkeit, und in rascher Folge gingen ihm eine Menge von Gedanken durch den Sinn, Gedanken an Jugend, Frohsinn, Sorgenlosigkeit, an alle die Freuden, die man in ihrem wahren Wert erst erkennt, wenn man sie nicht mehr besitzt. War es denn schon achtunddreißig Jahre her ? Ja wohl, vor achtunddreißig Jahren hatte er zum erstenmal den scharlachroten Tod und mit ihm, wie er damals wähnte, die Manneswürde angezogen. Wie ein Kind, wie ein recht kindisches Kind erschien ihm nun der junge Soldat von anno dazumal, und nicht viel mehr als ein Kind war er ge-

wesen, als er den ersten Schritt auf der dienstlichen
Stufenleiter zurückgelegt hatte und mit dem Rang ver-
ständigeres Denken über ihn gekommen war, das durch
das sonnige Lächeln eines unvergeßbaren Mädchengesichts
rascher zur Reife kam. Dies süße Gesicht hatte ihm die
Freude am Kasinoleben verleidet und ihm die Sehnsucht
nach einem andern Heim als den vier kahlen, weißge-
tünchten Wänden einer Kasernenstube erweckt.

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SUPPLEMENTAL EXAMINATIONS: 1891.

JUNIOR MATRICULATION.

GERMAN.

Examiner: W. H. FRASER, B.A.

GRAMMAR AND COMPOSITION.

NOTE.—Candidates will omit either the sixth or the eighth question of I.

I.

1. Decline in full in the sing. and plur. with the def. art.: Mantel, Jahr, Haus, Hand, Apfelbaum.

2. What verbs form their compound tenses by means of the auxiliary sein? Show the method of formation by giving the 1st sing. of all the comp. tenses of any verb so conjugated.

3. Decline in full in the singular and plural: dieser schöne Tisch; ein gutes Messer.

4. Write one example for each of the following, showing its correct use in a sentence: aus, über, nach, um, unterhalb, die meinigen, wem, wessen, denselben, man.

5. Give the 1st sing. impf. indic., the 1st sing. impf. subj., and the past participle of any five of the following verbs: bergen, werfen, ziehen, dürfen, kriechen, sitzen, laufen, mögen, liegen, legen.

6. Translate into German:

(a) This is a good house; it was built by my brother.

(b) These are not my pens; they are my sisters.

(c) Mary is young; Louisa is younger; Clara is the youngest of the family.

(d) How old is she? She is in her twelfth year.

(e) The more he studies the less he learns.

6. Translate, giving the reason for the use of the subjunctive in each instance :

- (a) Er fürchtete er habe das Geld verloren.
- (b) Hätte ich ihn nie gesehen, so wäre ich jetzt viel glücklicher.
- (c) Ich dachte es wäre am besten gleich nach Hause zu gehen.
- (d) Er ließ mich abweisen, weil er krank sei.
- (e) Das hätte ich nie geglaubt.

7. Form sentences containing the past participle of the following: ausgehen, verlassen, zerbrechen, vorangehen, fortjagen.

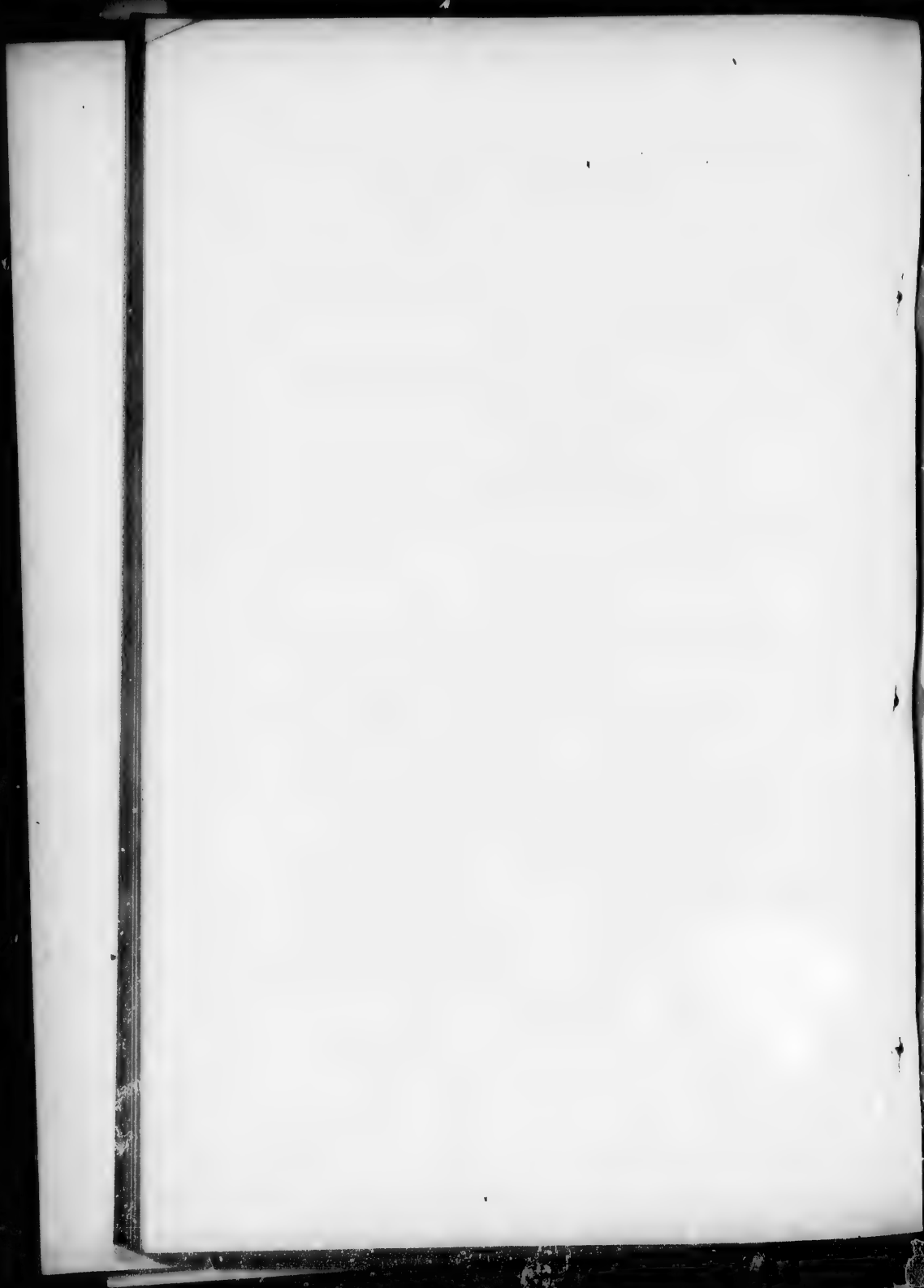
8. Translate into German :

- (a) I have been obliged to sell my books.
- (b) I could not have done that.
- (c) He should not have done that.
- (d) He could do so, if he would.
- (e) You should not do that.

II.

Translate into German :

The first of the English poets was Cædmon. At the feasts in those times everybody used to sing to amuse the guests, but Cædmon used to leave (verlassen) the table before the harp (Harfe) was given to him (use: man). One evening he had done this, and went to the stable (Stall) to sleep, after he had cared for (besorgen) the cattle (Vieh), for, as you know, he was only a farm-servant (Bauernknecht) in the monastery (Kloster) at Whitby. While he was sleeping, some one appeared (erscheinen) to him in a dream and said, "Cædmon, sing a song to me." "I cannot sing," he answered, "for that cause (deshalb) I left the feast." "Nevertheless," was the answer, "you must sing to me." "What shall I sing?" The other said, "sing of the beginning (Anfang) of the world." Thereupon (darauf) he made some verses (Vers), which the next morning he still remembered (sich erinnern).



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SUPPLEMENTAL EXAMINATIONS: 1891.

JUNIOR MATRICULATION.

CHEMISTRY.

Examiners: { J. J. MACKENZIE, B.A.
J. BURWASH, D.Sc.

1. State the difference between a chemical compound and a mechanical mixture. Give illustrations.

2. What volume of oxygen measured at 2000 millimetres pressure, and 10°C . can be made by heating one kilogram of Manganese Dioxide?

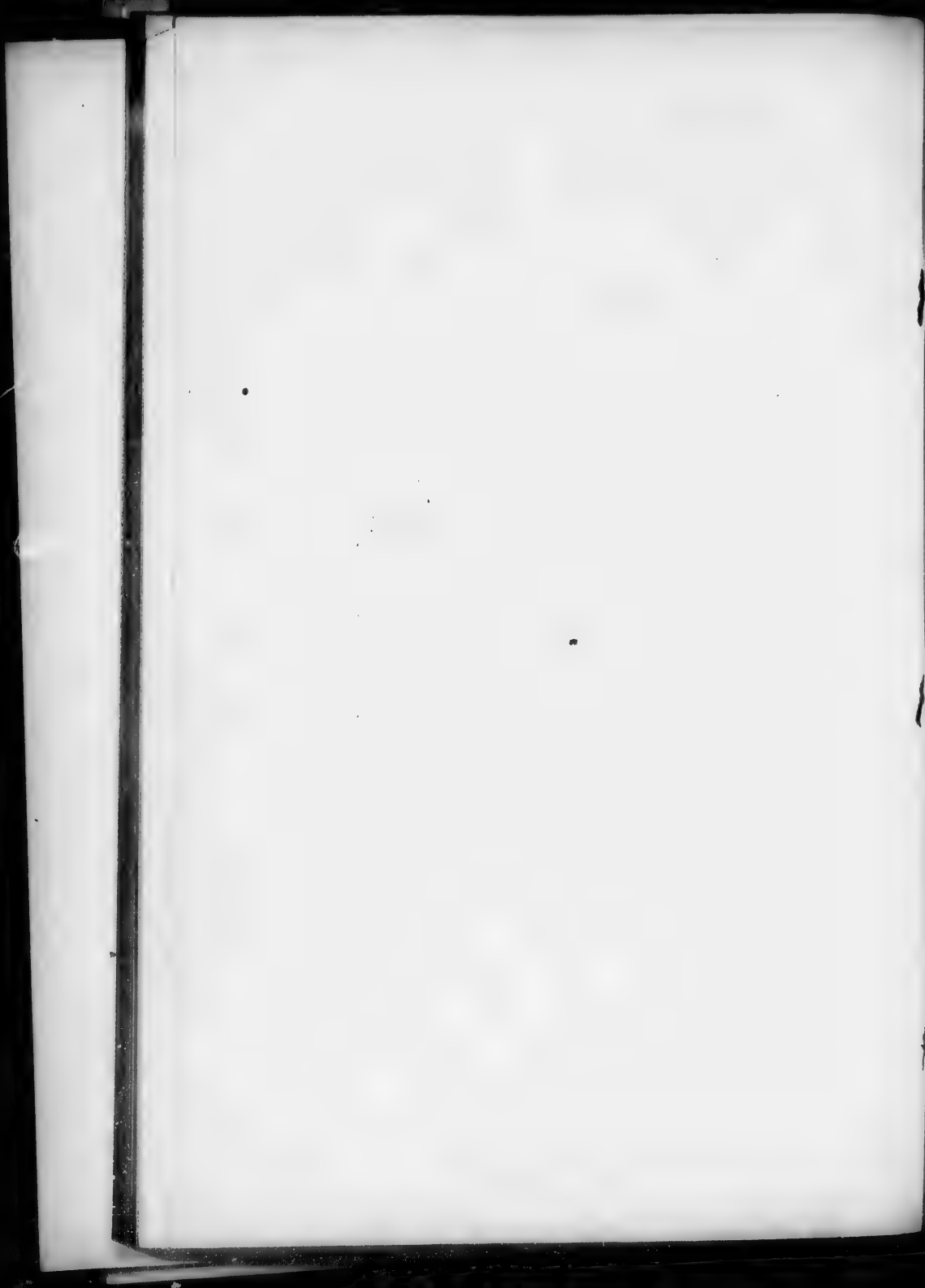
3. How is Nitrogen Monoxide prepared? How would you distinguish it from Oxygen? How many litres of Nitrogen in 20 litres of this gas?

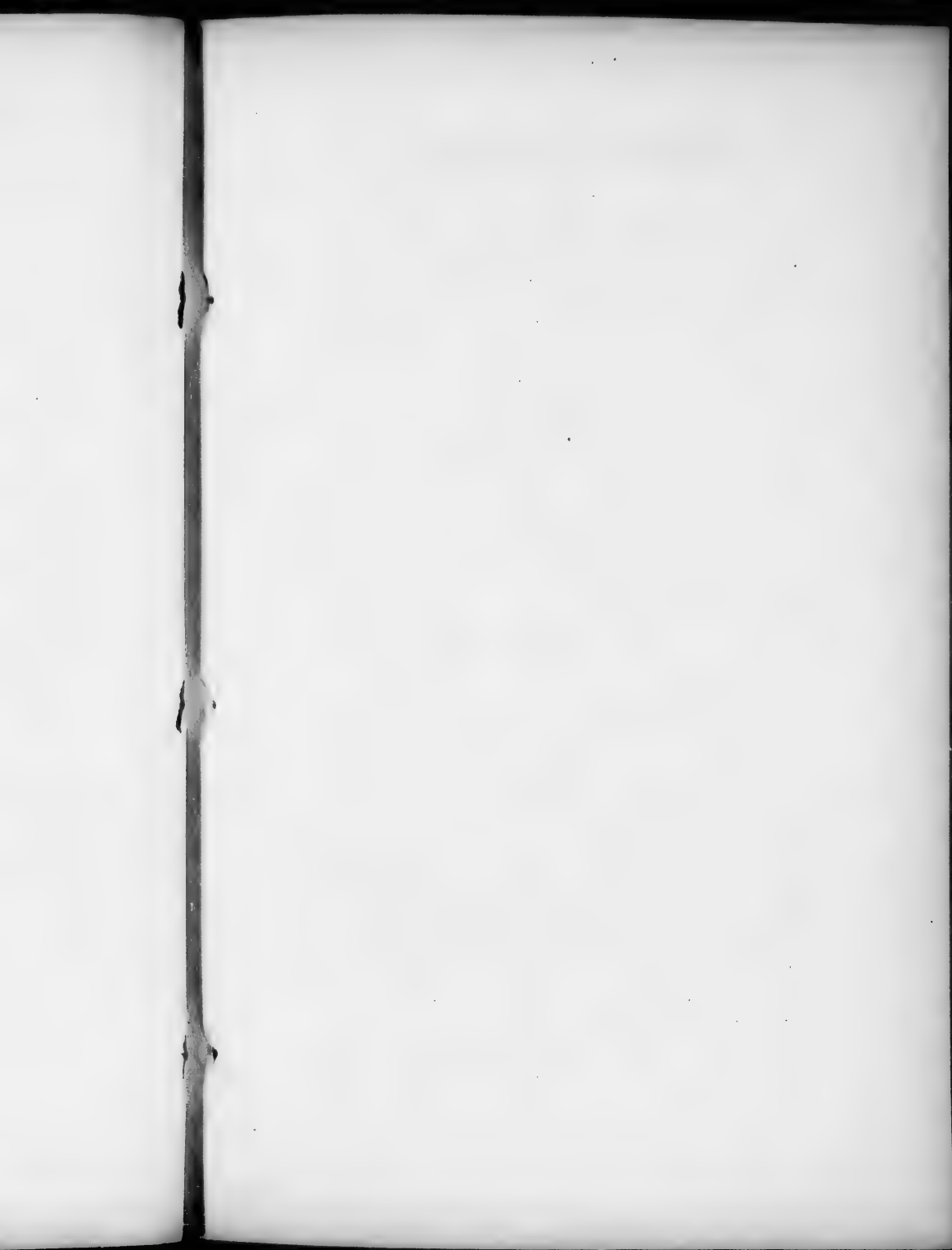
4. Describe the preparation of (a) Sulphuric, (b) Nitric, (c) Hydrochloric Acid.

5. How would you show that marsh gas contains double its own volume of Hydrogen?

6. Jars are furnished containing the following: N_2 , NH_3 , H_2 , CO , CO_2 , H_2S , Cl_2 . By what experiments would you recognize each?

7. Describe the preparation of (a) Nitrogen, (b) Carbon Monoxide, (c) Chlorine, (d) Ammonia.





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SUPPLEMENTAL EXAMINATIONS : 1891.

JUNIOR MATRICULATION,

PHYSICS.

Examiners: { J. J. MacKENZIE, B.A.
 { J. BURWASH, D.Sc.

1. Distinguish between *force* and *energy* as the terms are used in Physics.

2. Define the units of length, mass, velocity and force, according to the Centimetre Gramme Second system of units.

3. State and illustrate, briefly, Newton's three laws of motion.

4. Compare the force which, in 5 seconds communicates to a 50 gramme bullet a velocity of 500 metres per second with that of the earth's attraction for a 50 gramme mass, at its surface.

5. Compare the kinetic energy of a bullet weighing 100 grammes and having a velocity of 1000 metres per second with that of 200 grammes which, near the earth's surface, has been falling for 2 seconds.

NOTE—In the two preceding questions, neglect the resistance of the air.

6. Define a perfect fluid. State the chief differences between a solid and a fluid.

7. Find the specific gravity of a piece of lead which weighs 47.48 grammes in air, and 43.33 grammes in water.

8. A body weighing 20 grammes floats in water with two-thirds of its volume immersed. Find its volume and specific gravity.

9. Describe the mercurial and aneroid barometers.

10. Describe the use and explain the principle of the Siphon. What would be the effect if, when the Siphon was working, (a) a small hole were made at the highest point; (b) the atmosphere suddenly became denser than water?

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SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

GREEK AUTHORS.

Examiner: FRANCIS HUSTON WALLACE, M.A., B.D.

I.

1. Translate:

"Ὡς ἔφαθ', οἱ δ' ἄρα πάντες ἐπήνεον ἠδ' ἐκέλευον
Πεμπέμεναι τὸν ξείνον, ἐπεὶ κατὰ μοῖραν εἶπεν.
Αὐτὰρ ἐπεὶ σπείσαν τ' ἐπιὸν θ' ὅσον ἤθελε θυμὸς,
Οἱ μὲν κακκείοντες ἔβαν οἰκόνδε ἕκαστος,
Αὐτὰρ ὁ ἐν μεγάρῳ ὑπελείπετο διὸς Ὀδυσσεύς,
Πὰρ δέ οἱ Ἀρήτη τε καὶ Ἀλκίνοος θεοειδὴς
Ἦσθην ἀμφίπολοι δ' ἀτεκόσμεον ἔντεα δαιτός.
Τοῖσιν δ' Ἀρήτη λευκώλενος ἤρχετο μύθων
Ἔγνω γὰρ φᾶρός τε χιτῶνά τε εἵματ' ἰδοῦσα
Καλὰ, τὰ ρ' αὐτὴ τεύξε σὺν ἀμφιπόλοισι γυναιξίν·
Καί μιν φωνήσας ἔπεα πτερόεντα προσηύδα·
Ἔειπε, τὸ μὲν σε πρῶτον ἐγὼν εἰρήσομαι αὐτῇ·
Τίς πόθεν εἰς ἀνδρῶν; τίς τοι τάδε εἵματ' ἔδωκεν;
Οὐδὲ γὰρ φῆς ἐπὶ πόντον ἀλώμενος ἐνθάδ' ἰκέσθαι;"

HOMER, *Odyssey*, VII.

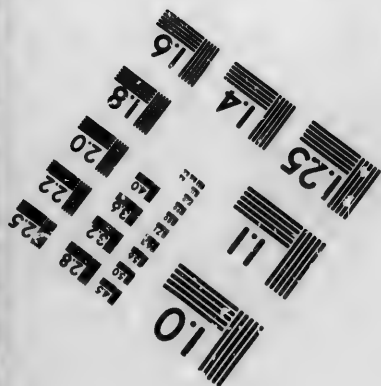
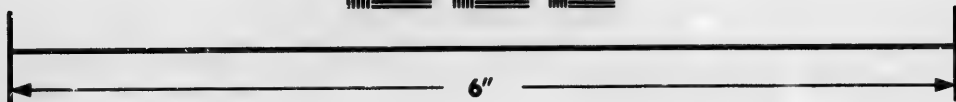
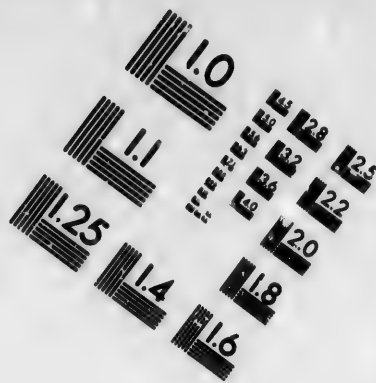
2. Parse ἔφαθ', οἱ (first line), Πεμπέμενα, ἔβαν, Ἦσθην.

3. Derive μοῖραν, Ὀδυσσεύς, θεοειδής, ἀμφίπολοι, λευκώλενος.

4. Decline γυναιξίν, ἔπεα πτερόεντα, ἀνδρῶν.

5. Give an account of the Digamma, and point out any instance of it in the extract.





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6. Translate :

Ἦ ῥῆ, καὶ αὐτῷ φάρι ἀναίξας λάβε δίσκον
 Μείζονα καὶ πάχτεον, στιβαρώτερον οὐκ ὀλίγον περ
 Ἦ οἶφ Φαίηκες ἐδίσκεον ἀλλήλοισιν.
 Τὸν ῥα περιστρέψας ἦκε στιβαρῆς ἀπὸ χειρὸς,
 Βόμβησεν δὲ λίθος· κατὰ δ' ἔπτηξαν ποτὶ γαίῃ
 Φαίηκες δολιχίρετμοι, ναυσίκλυτοι ἄνδρες,
 Λᾶος ὑπὸ ῥιπῆς· ὁ δ' ὑπέρπτατο σήματα πάντα
 Ῥίμφα θεῶν ἀπὸ χειρὸς· ἔθηκε δὲ τερματ' Ἀθήνη
 Ἀνδρὶ δέμας εἰκνία, ἔπος τ' ἔφατ', ἔκ τ' ὀνόμαζεν
 "Καί κ' ἀλαός τοι, ξεῖνε, διακρίνει τὸ σῆμα
 Ἀμφαφῶν, ἐπεὶ οὐ τι μεμιγμένον ἐστὶν ὁμίλῳ,
 Ἀλλὰ πολὺ πρῶτον· σὺ δὲ θάρσει τόνδε γ' ἀεθλῶν
 Οὐ τις Φαίηκων τόν γ' ἵξεται, οὐδ' ὑπερήσει."

Ibid., VIII.

7. Parse Ἦ, οἶφ, ἦκε, εἰκνία, ὑπερήσει.

8. Outline the story of books VII. and VIII.

II.

1. Translate :

ΛΤ. Καλῶς μὲν ἔμοιγε δοκεῖ, ὦ ἄνδρες, Σωκράτης
 λέγειν· εἰ δὲ βουλομένοις ὑμῖν ἐστὶ περὶ τῶν τοιού-
 των ἐρωτᾶσθαι τε καὶ διδόναι λόγον, αὐτοὺς δὴ χρὴ
 γινώσκειν, ὦ Νικία τε καὶ Λάχης. ἐμοὶ μὲν γὰρ καὶ
 Μελησίᾳ τῷδε δῆλον ὅτι ἡδομένοις ἂν εἴη, εἰ πάντα,
 ἃ Σωκράτης ἐρωτᾷ, ἐθέλοιτε λόγῳ διεξιέναι· καὶ γὰρ
 ἐξ ἀρχῆς ἐντεῦθεν ἡρχόμην λέγων, ὅτι εἰς συμβουλήν
 διὰ ταῦτα ὑμᾶς παρακαλεσάμεν, ὅτι μεμεληκέναι
 ὑμῖν ἡγούμεθα, ὡς εἰκός, περὶ τῶν τοιούτων, καὶ
 ἄλλως καὶ ἐπειδὴ οἱ παῖδες ὑμῖν ὀλίγου ὥσπερ οἱ
 ἡμέτεροι ἡλικίαν ἔχουσι παιδεύεσθαι. εἰ οὖν ὑμῖν
 μὴ τι διαφέρει, εἶπατε καὶ κοινῇ μετὰ Σωκράτους
 σκέψασθε, διδόντες τε καὶ δεχόμενοι λόγον παρ'
 ἀλλήλων· εὖ γὰρ καὶ τοῦτο λέγει ὁδε, ὅτι περὶ τοῦ
 μεγίστου νῦν βουλευόμεθα τῶν ἡμετέρων. ἀλλ' ὁράτε
 εἰ δοκεῖ χρήναι οὕτω ποιεῖν.

PLATO, *Laches*, XII.

2. Parse ἔμοιγε, βουλομένοις, δῆλον, διεξιέναι, μεμεληκέναι.

3. Give the principal parts of χρὴ, ἐθέλοιτε, ἡγούμεθα, διαφέρει, δοκεῖ.

4. Translate :

ΛΑ. Οὐ μὰ τὸν Δία, ὦ Σώκρατες, οὐ χαλεπὸν εἰπεῖν εἰ γάρ τις ἐθέλοι ἐν τῇ τάξει μένων ἀμύνεσθαι τοὺς πολεμίους καὶ μὴ φεύγει, εὖ ἴσθι ὅτι ἀνδρείος ἂν εἴη.

ΣΩ. Εἰ μὲν λέγεις, ὦ Λάχης· ἀλλ' ἴσως ἐγὼ αἴτιος, οὐ σαφῶς εἰπων, τὸ σὲ ἀποκρίνασθαι μὴ τοῦτο δ' διανοούμενος ἡρόμην, ἀλλ' ἕτερον.

ΛΑ. Πῶς τοῦτο λέγεις, ὦ Σώκρατες ;

ΣΩ. Ἐγὼ φράσω, ἐὰν οἷός τε γένωμαι. ἀνδρείος που οὗτος, ὃν καὶ σὺ λέγεις, ὃς ἂν ἐν τῇ τάξει μένων μάχεται τοῖς πολεμίους.

ΛΑ. Ἐγὼ γοῦν φημί.

ΣΩ. Καὶ γὰρ ἐγώ. ἀλλὰ τί αὐτὸς δδε, ὃς ἂν φεύγων μάχεται τοῖς πολεμίους, ἀλλὰ μὴ μένων ;

ΛΑ. Πῶς φεύγων ;

ΣΩ. Ὡς περ ποὺ καὶ Σκύθαι λέγονται οὐχ ἥττον φεύγοντες ἢ διώκοντες μάχεσθαι, καὶ Ὅμηρός ποῦ ἐπαινῶν τοὺς τοῦ Αἰνείου ἵππους κραιπνὰ μάλ' ἔνθα καὶ ἔνθα ἔφη αὐτοὺς ἐπίστασθαι διώκειν ἠδὲ φέβεσθαι· καὶ αὐτὸν τὸν Αἰνείαν κατὰ τοῦτ' ἐνεκωμίασε, κατὰ τὴν τοῦ φόβου ἐπιστήμην, καὶ εἶπεν αὐτὸν εἶναι μῆστωρα φόβοιο.

Ibid., XVII.

5. Parse and explain the syntax of Δία, εἰπεῖν, μάχεται, πολεμίους, τί.

6. Decline φεύγων in all genders and numbers.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

FIRST YEAR.

LATIN AUTHORS.

Examiner : FRANCIS HUSTON WALLACE, M.A., B.D.

1. Translate :

Quis multa gracilis te puer in rosa
Perfusus liquidis urget odoribus
Grato, Pyrrha, sub antro ?
Cui flavam religas comam

Simplex munditiis ? Heu ! quoties fidem
Mutatosque Deos flebit, et aspera
Nigris aequora ventis
Emirabitur insolens,

Qui nunc te fruitur credulus aurea ;
Qui semper vacuum, semper amabilem
Sperat, nescius aurae
Fallacis. Miseri, quibus

Intentata nites ! Me tabula sacer
Votiva paries indicat uvida
Suspendisse potenti
Vestimenta maris Deo.

HORACE, *Odes* I.

2. Mark all quantities in the first and the last stanza.

3. Explain the last stanza.

4. Parse *Perfusus*, *munditiis*, *Emirabitur*, *aurea*, *Intentata*.

5. Translate :

Ille et nefasto te posuit die,
Quicumque primum, et sacrilega manu
Produxit, arbos, in nepotum
Perniciem opprobriumque pagi ;

Illum et parentis crediderim sui
Fregisse cervicem et penetralia
Sparsisse nocturno cruore
Hospitis ; ille venena Colcha

Et quidquid usquam concipitur nefas
Tractavit, agro qui statuit meo
Te triste lignum, te caducum
In domini caput immerentis.

6. Parse *primum, nepotum. crediderim, sparsisse, nefas.*

7. Decline *manu, cervicem, caput.*

8. Derive *nefasto, sacrilega, opprobrium, caducum, demini.*

II.

1. Translate :

Quae cum ita sint, petimus a vobis, iudices, si quae non modo humana, verum etiam divina in tantis ingeniis commendatio debet esse, ut eum, qui vestros imperatores, qui populi Romani res gestas semper ornavit, qui etiam his recentibus nostris vestrisque domesticis periculis aeternum se testimonium laudis daturum esse profitetur, estque ex eo numero, qui semper apud omni sancti sunt habiti itaque dicti, sic in vestram accipiat fidem, ut humanitate vestra levatus potius quam acerbitate violatus esse videatur. Quae de caussa pro mea consuetudine breviter simpliciterque dixi, iudices, ea confido probata esse omnibus : quae fere a mea iudicialique consuetudine et de hominis ingenio et communiter de ipsius studio locutus sum, ea, iudices, a vobis spero esse in bonam partem accepta, ab eo qui iudicium exercet certo scio.

CICERO, *Pro Archia.*

2. Parse and explain the syntax of *sint, periculis, daturum. probata, a . . . consuetudine.*

3. *Eo qui iudicium exerut.* Who is referred to ?

4. Translate :

Quae civitas antea umquam fuit, non dico Atheniensium, quae satis late quondam mare tenuisse dicitur, non Karthaginiensium, qui permultum classe ac maritimis rebus valuerunt, non Rhodiorum, quorum usque ad nostram memoriam disciplina navalis et gloria remansit, quae civitas umquam antea tam tenuis, tam parva insula fuit quae non portus suos et agros et aliquam partem regionis atque orae maritimae per se ipsa defenderet? At hercule aliquot annos continuos ante legem Gabiniam ille populus Romanus, cuius usque ad nostram memoriam nomen invictum in navalibus pugnis permanserit, magna ac multo maxima parte non modo utilitatis, sed dignitatis atque imperii caruit.

Pro Lege Manilii.

5. Explain the syntax of *Atheniensium*, *classe*, *defenderet*, *annos*, *permanserit*.

6. Outline Cicero's arguments in this oration.

7. Translate :

Atque huius quidem rei M. Marcello sum testis. Nostri enim sensus ut in pace semper, sic tum etiam in bello congruebant. Quotiens ego eum et quanto cum dolore vidi eum insolentiam certorum hominum, tum etiam ipsius victoriae ferocitatem extimescentem! Quo gratior tua liberalitas, C. Caesar, nobis, qui illa vidimus, debet esse. Non enim iam causae sunt inter se, sed victoriae comparandae. Vidimus tuam victoriam proeliorum exitu terminatam, gladium vagina vacuum in urbe non vidimus. Quos amisimus cives, eos Martis vis perculit, non ira victoriae, ut dubitare debeat nemo, quin multos, si fieri posset, C. Caesar ab inferis excitaret, quoniam ex eadem acie conservat, quos potest. Alterius vero partis nihil amplius dicam quam, id quod omnes verebamur, nimis iracundam futuram fuisse victoriam.

Pro Marcello.

8. Explain the syntax of *Marcello*, *Quo*, *comparandae*, *vagina*, *id quod omnes verebamur*.

9. Give a brief account of Cicero's career.

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SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

TRANSLATION AT SIGHT.

Examiner: H. R. FAIRCLOUGH, M.A.

Translate:

- (a) "Κλυτέ μεν, ἀμφίπολοι λευκώλενοι, ὅφρα τι εἶπω.
Οὐ πάντων ἀέκητι θεῶν, οἳ Ὀλυμπον ἔχουσιν.
Φαιήκεσσ' ὅδ' ἀνὴρ ἐπιμίσγεται ἀντιθέοισιν'
Πρόσθεν μὲν γὰρ δὴ μοι ἀεικέλιος δέατ' εἶναι,
Νῦν δὲ θεοῖσιν ἔοικε, τοῖ οὐρανὸν εὐρὺν ἔχουσιν.
Αἱ γὰρ ἐμοὶ τοιούσδε πόσις κεκλημένος εἶη
Ἐνθάδε ναιετάων, καὶ οἱ ἄδοι αὐτόθι μίμνειν.
'Αλλὰ δότ', ἀμφίπολοι, ξείνω βρώσιν τε πόσιν τε."
"Ὡς ἔφαθ', οἳ δ' ἄρα τῆς μάλα μὲν κλύον ἦδ' ἐπίθοντο,
Πὰρ δ' ἄρ' Ὀδυσσῆϊ ἔθεσαν βρώσιν τε πόσιν τε.
'Ἦτοι ὁ πῖνε καὶ ἦσθε πολύτλας διὸς Ὀδυσσεὺς
Ἀρπαλέως· δηρὸν γὰρ ἔδητύος ἦεν ἄπαστος·
Αὐτὰρ Ναυσικία λευκώλενος ἄλλ' ἐνόησεν.
Εἵματ' ἄρα πτύξασα τίθει καλῆς ἐπ' ἀπήνης,
Ζεύξεν δ' ἡμιόνους κρατερώνυχας, ἀν δ' ἔβη αὐτὴ,
'Ωτρυνεν δ' Ὀδυσῆα, ἔπος τ' ἔφατ', ἔκ τ' ὀνόμαζεν.

HOMER, *Odyssey*, VI.

- (b) Magnam haec res Caesari difficultatem ad consilium capiendum adferebat, si reliquam partem hiemis uno in loco legiones contineret, ne stipendiariis Aeduum expugnatis cuncta Gallia dficeret, quod nullum amicis in eo praesidium videretur positum esse; si maturius ex hibernis educeret, ne ab re frumentaria, duris subvectionibus, laboraret. Praestare visum est tamen omnes difficultates perpeti, quam tanta contumelia accepta omnium suorum voluntates alienare. Itaque cohortatus Aeduos de supportando commeatu praemittit ad

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yssey, VI.

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Boios, qui de suo adventu doceant hortenturque, ut in fide maneant atque hostium impetum magno animo sustineant. Duabus Agendici legionibus atque impedimentis totius exercitus relictis ad Boios proficiscitur. Altero die cum ad oppidum Senonum Vellaunodunum venisset, ne quem post se hostem relinqueret, quo expeditiore re frumentaria uteretur, obpugnare instituit idque biduo circumvallavit.

CAESAR, *De Bello Gallico*, VII.

VOCABULARY.

ἀέκῃτι, sine numine.	<i>praestare</i> , be preferable.
ἀνδάνω, please.	<i>stipendiarii</i> , tributaries.
ἄπαστος, without food.	<i>subvectio</i> , conveyance.
ἄρπαλέως, greedily.	<i>supporto</i> , supply.
δέαται, seems.	
ζεύγνυμι, yoke.	
πτύσσω, fold.	

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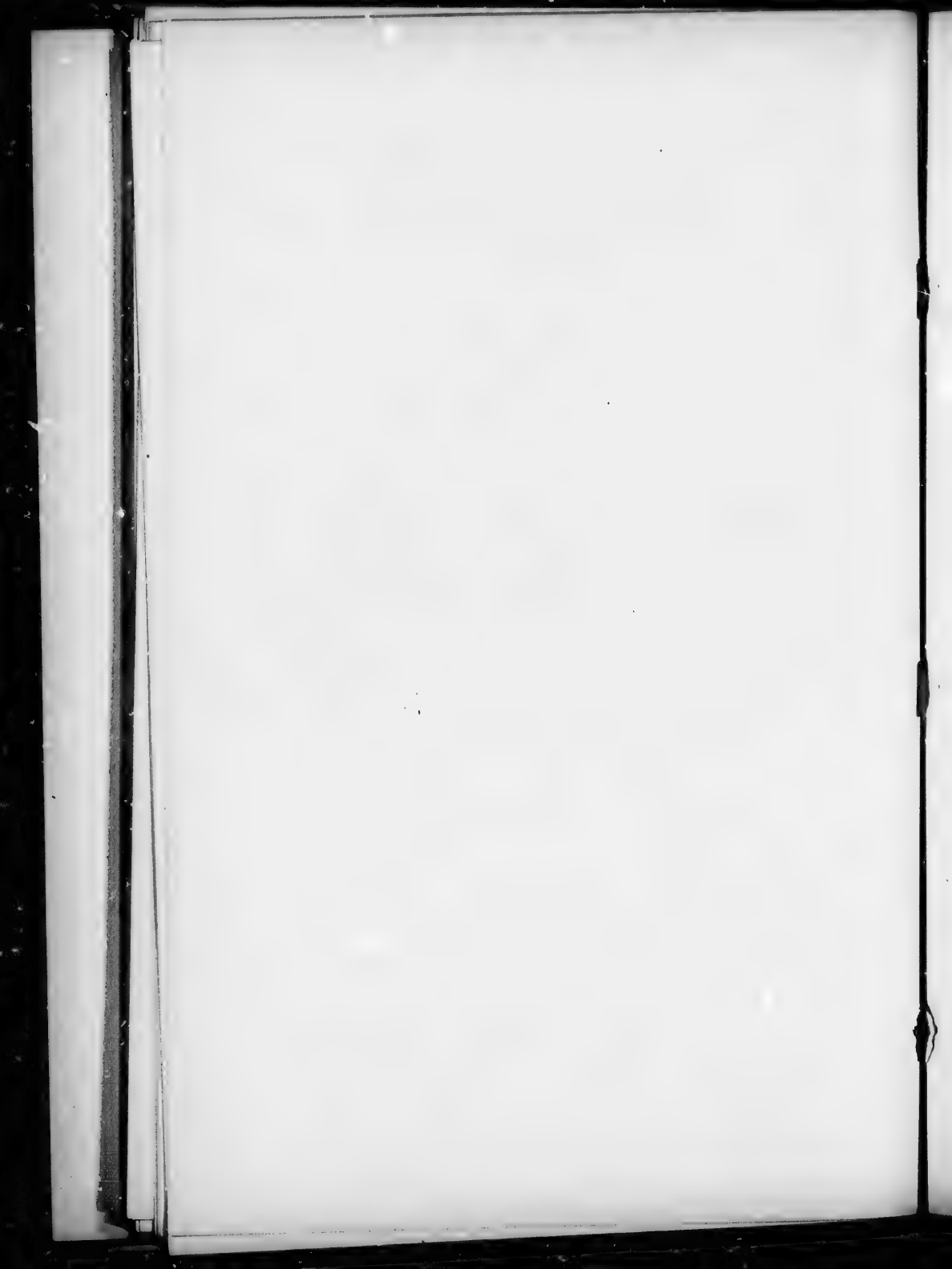
SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

LATIN PROSE.

Examiner: GEO. H. ROBINSON, M.A.

The monarch took part in the procession, dressed in white robes, and crowned with a chaplet. A little behind him walked his son and his new son-in-law, whilst his body-guards followed at some distance, in order that the person of the sovereign might be seen by all his subjects. Whilst thus proceeding through the city, a youth suddenly rushed out of the crowd, and drawing a long sword, which he had concealed under his clothes, plunged it into Philip's side, who fell dead upon the spot. The assassin was pursued by some of the royal guards, and having stumbled in his flight, was despatched before he could reach the place where horses had been provided for his escape. His name was Pausanias.





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SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

EUCLID AND TRIGONOMETRY.

Examiners: $\left\{ \begin{array}{l} \text{A. R. BAIN, LL.D.} \\ \text{W. H. BALLARD, M.A.} \\ \text{J. MCGOWAN, B.A.} \end{array} \right.$

NOTE.—The candidates will please place the answers to the questions in Euclid in one envelope, and those to the questions in Trigonometry in another.

1. To inscribe a circle in a given triangle.

The bisectors of two exterior angles of a triangle and the bisector of the third angle of the triangle have a common point of intersection.

2. In an equilateral triangle the radii of the circumscribed and escribed circles are respectively double and treble of the radius of the inscribed circle.

3. To inscribe a regular pentagon in a given circle.

If $ABCDE$ is a regular pentagon and AC , BE intersect at F , shew that $AB = FC$, and that $BE.FB = FE^2$.

4. If two triangles be equiangular to one another the sides about the equal angles shall be proportionals, those sides which are opposite to equal angles being homologous.

In the sides AB , AC of a triangle ABC two points D , E are taken such that BD is equal to CE ; if DE , and BC produced meet in F , shew that $AB : AC :: EF : DF$.

5. In a right angled triangle if a perpendicular be drawn from the right angle to the hypotenuse, the triangles on each side of it are similar to the whole triangle and to one another.

6. If three straight lines are proportionals, as the first is to the third, so is any rectilineal figure described on the first to a similar and similarly described rectilineal figure on the second.

7. "When the logarithm of a number is a negative quantity it is convenient to express it so that the integral part alone is negative." Explain how this is done.

Shew that the mantissa of the logarithm of a number is not affected by successive multiplications or divisions of the number by 10.

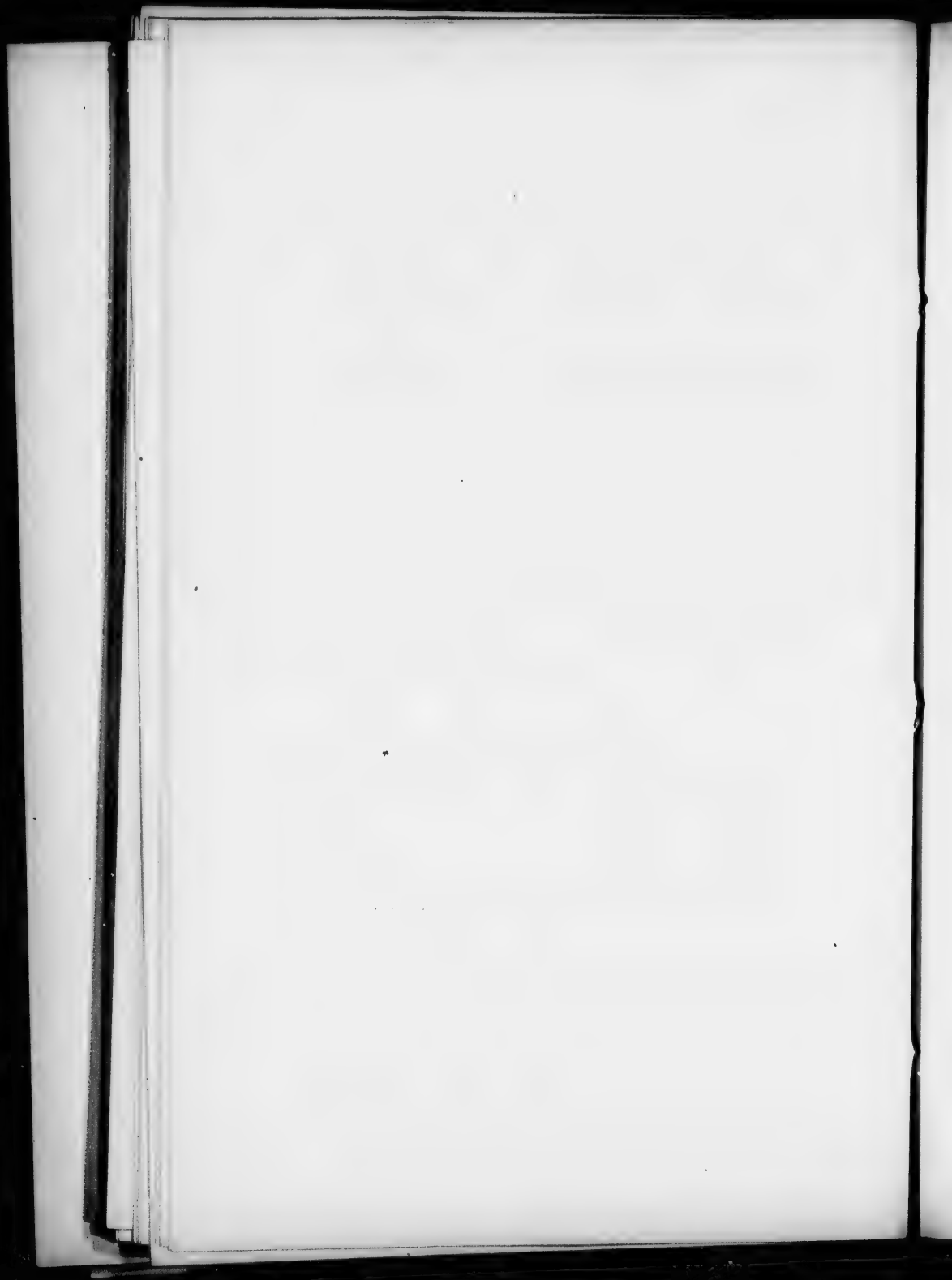
8. Employ logarithms to find

$$\sqrt[3]{5}, 19^{\frac{7}{10}}, \$785.47 \div (1.06)^7.$$

9. The base and vertical angle of an isosceles triangle are respectively 380 feet and $37^{\circ} 16'$; solve the triangle.

10. Solve the triangle two of whose sides are 941.04 feet, and 522.38 feet, and the angle opposite the greater of these sides is $37^{\circ} 46'$.

NUMBER.	LOG.	ANGLE.	L SIN.
10600	0253059	$18^{\circ} 38'$	9.5044853
12980	1132889	$19^{\circ} 53'$	9.5314487
19000	2787536	$37^{\circ} 46'$	9.7870687
20000	3010300	$57^{\circ} 39'$	9.9267514
30000	4771213		
52238	7179862		
59466	7742683		
78547	8951275		
94104	9736062		





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SUPPLEMENTAL EXAMINATIONS : 1891.

FIRST YEAR.

ALGEBRA AND TRIGONOMETRY.

Examiners: { JOHN MCGOWAN, B.A.
 { W. H. BALLARD, M.A.

NOTE.—Candidates will please enclose the answers to the Algebra and Trigonometry in separate envelopes, endorsing the envelopes accordingly.

1. If a and β are the roots of $x^2 - px + q = 0$ find the value of $a + \beta$ and of $a\beta$ and form the equation whose roots are $\frac{a}{\beta}$ and $\frac{\beta}{a}$.

2. In the equation of Question 1, find the conditions that the roots may be (1) both positive, (2) one positive and one negative, the negative root being the greater.

3. Solve fully the equations

(1) $x^3 - 6x - 9 = 0$.

(2) $\sqrt{x-4} = \sqrt{x-1} - 1$.

(3) $3x^2 - 4xy = 7$, $3xy - 4y^2 = 5$.

4. If a, b, c, d are in continued proportion show that $a : d :: a^3 : b^3$.

If $\frac{a+b}{x+y} = \frac{b+c}{y+z} = \frac{c+a}{z+x}$ then each of these
 $= \frac{a+b+c}{x+y+z} = \frac{a}{x} = \frac{b}{y} = \frac{c}{z}$.

5. If a varies as b when c is constant, and a varies as c when b is constant, then when b and c both vary a varies as their product.

Illustrate this, using *space, time* and *velocity* for a, b and c respectively.

6. In an Arithmetical Progression prove the formulæ :

$$(1) \quad l = a + (n - 1) b ;$$

$$s = \frac{n}{2} \left\{ 2a + (n - 1) b \right\} .$$

Sum to n terms the series whose r^{th} term is $4r - 3$.

7. Find the common ratio when n geometric means are inserted between a and b .

Sum the series $1 - \frac{1}{2} + \frac{1}{4} - \frac{1}{8} + \&c.$, to 20 terms and to infinity.

8. Insert 6 harmonic means between 1 and 20.

Sum to n terms each of the series :

$$1^2 + 2^2 + 3^2 + 4^2 + \&c. ;$$

$$a + 2ar + 3ar^2 + 4ar^3 + \&c.$$

9. Define the Trigonometrical ratios of an angle less than a right angle, and state the extensions of the definition required for angles greater than a right angle.

Find $\cos 0^\circ$, $\sin 90^\circ$, $\cot 30^\circ$, $\sec 45^\circ$.

10. Prove the following :

$$\sin 3A = 3 \sin A - 4 \sin^3 A ;$$

$$(\tan A + \cot A) \sin 2A = 2 ;$$

$$\cos 2B - \cos 2A = 2 \sin (A + B) \sin (A - B).$$

11. State the four cases which arise in the solution of right angled triangles, and give the full solution of any two cases.

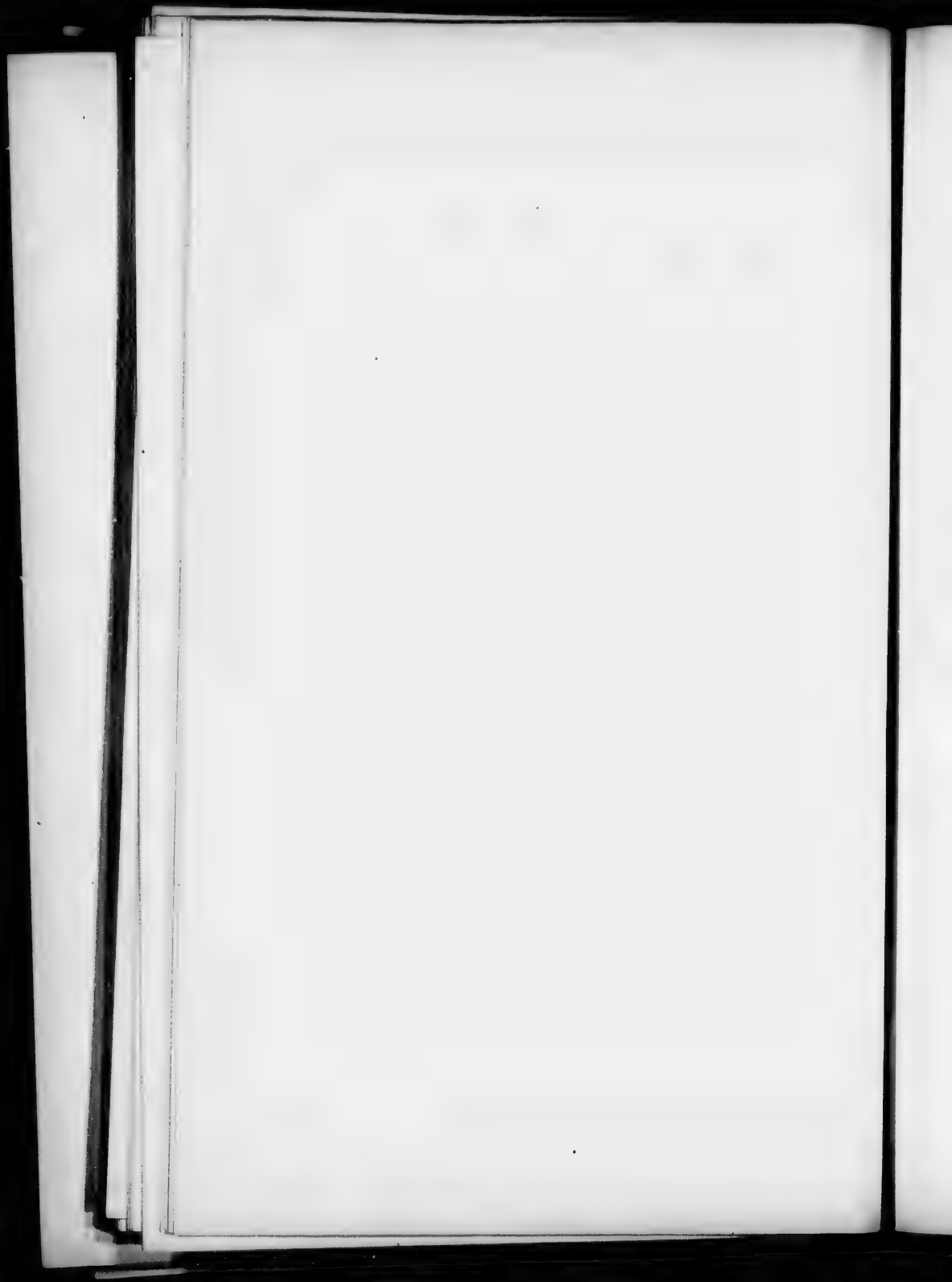
Shew that the solution of an isosceles triangle may be made to depend upon the solution of a right angled triangle.

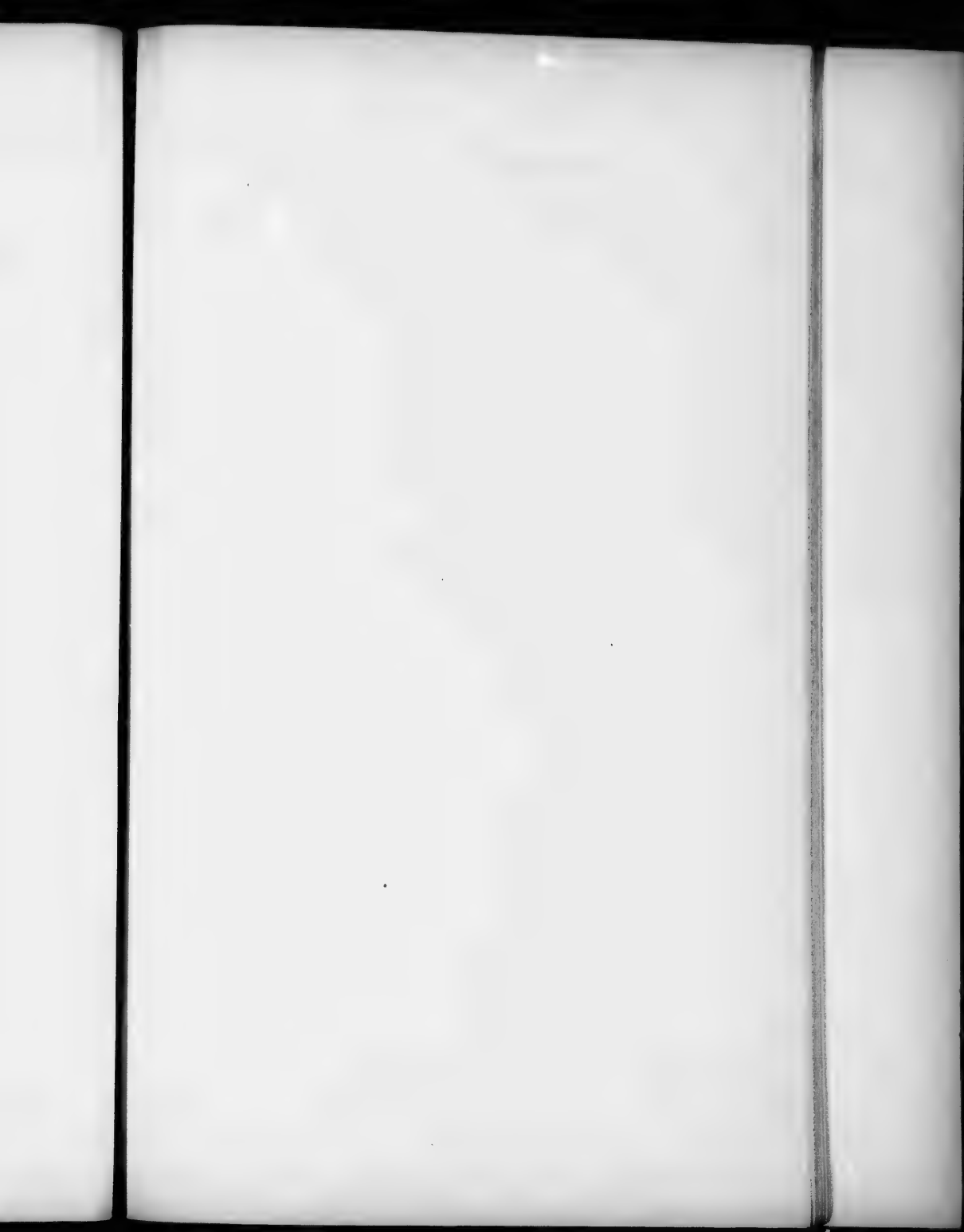
12. In any triangle shew that

$$(1) \quad \frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c} ;$$

$$(2) \quad \tan \frac{1}{2} (A - B) = \frac{a - b}{a + b} \cot \frac{1}{2} C ;$$

$$(3) \quad \text{area} = \sqrt{s(s-a)(s-b)(s-c)} .$$





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SUPPLEMENTAL EXAMINATIONS : 1891.

FIRST YEAR.

ENGLISH.

Examiners : { A. H. REYNAR, LL.D.
 { H. H. DEWART, B.A.

I.

1. By what contrasts does Shakespeare make the characters of Romeo and Juliet more clear and striking?

2. What is peculiar in the verse of Romeo and Juliet? Compare with that of the Tempest.

3. How does the character of Cæsar as given by Shakespeare compare with that given in history? What is there in Shakespeare's Cæsar to attract the love of Brutus?

4. Compare Antony and Brutus, 1st, in personal qualities; and 2nd, in qualification for political life.

5. Under what circumstances is it supposed that Shakespeare wrote the Tempest? What is there in both the matter and the manner of the work to support this supposition?

6. Compare Juliet and Miranda, and Romeo and Ferdinand.

7. Give the substance and, if possible, the language of Shakespeare in the following passages:

(a) Antony's last words of Brutus.

(b) Romeo's address to Juliet before he drinks the poison.

(c) Prospero's address to Ferdinand after the vision raised by magic arts had vanished.

II.

1. Explain fully what is meant by *mutation*, *gradation* and *breaking*, and give three different examples of each.

2. What are the Anglo-Saxon relative pronouns? Illustrate the use of each.

3. Explain and illustrate the use of the Gerund in Anglo-Saxon.

4. Decline *fēa*, *feorh*, *tō Hierusalēm*, *leode*, *mann*.

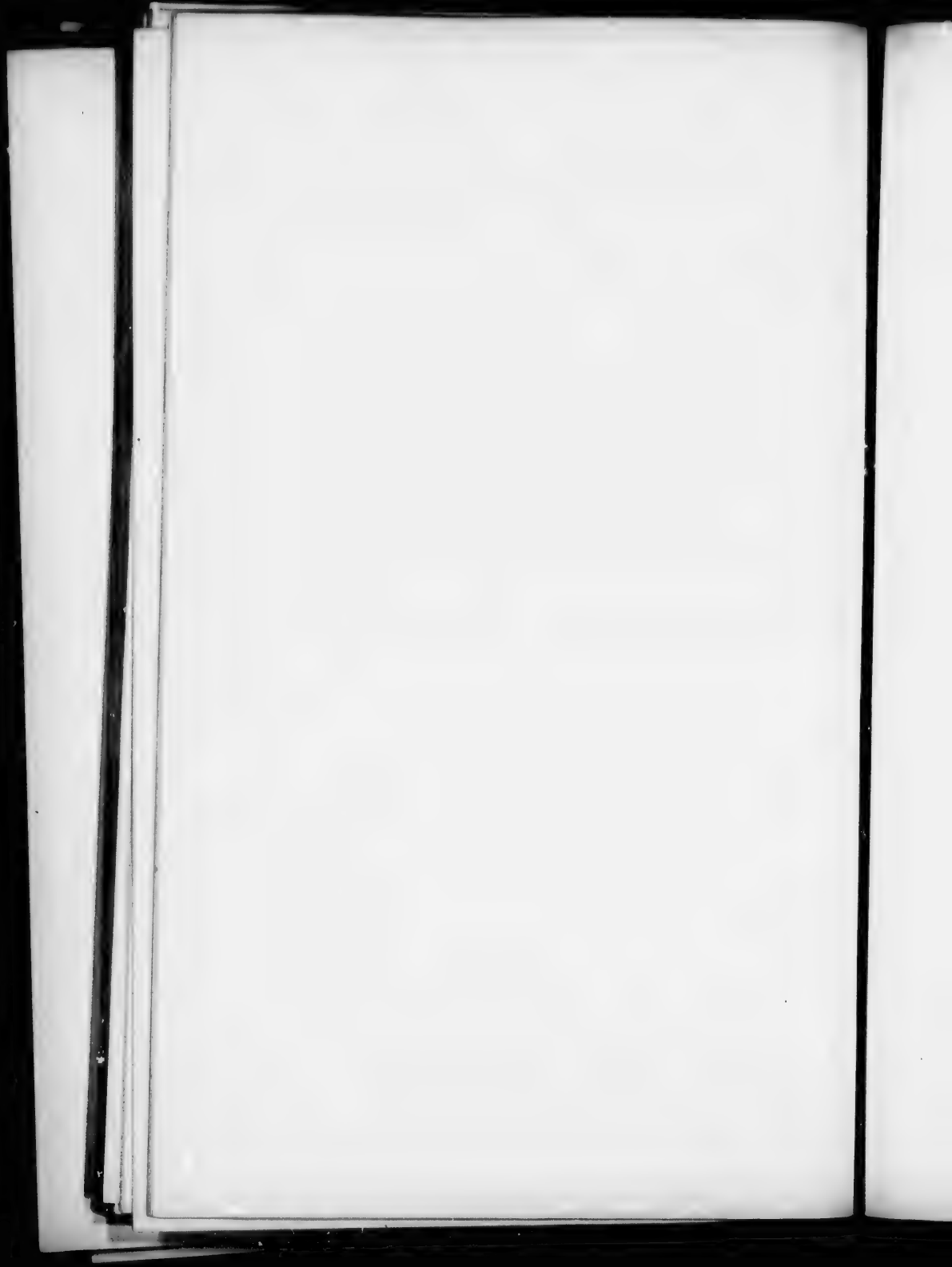
5. *Māre* is *thīn* *wīsdōm* and *thīn* *weorc* *thonne* se *hlisa* *wære* *the* ic *gēhīerde*. Ne *fare* *gē* on *hæthenra* *manna* *wege*.

Gregōrius se hālga pāpais rihtlice gēcweden Engliscre *thēode* apostol. *Thā* hē geseah *thæt* se *mūsta* *dæl* *thære* *thēode* his *lāre* for*sāwon*, *thā* forlēt hē hīe, and gēcēas *thā* *hæthnan* *lēode*. Gif se *blinda* *blindne* *lætt*, hīe *feallath* *bēgen* on *āne* *pytt*.

(1) Translate the above sentences.

(2) Parse *māre*, *wære*, *weorc*.

(3) Explain the forms *fare* *gē*, *for*sāwon**, *gif*.



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SUPPLEMENTAL EXAMINATIONS : 1891.

FIRST YEAR.

ENGLISH.

Examiner : T. C. L. ARMSTRONG, M.A.

1. While I sat half-murmuring, half-meditating these unprofitable speculations, *with my head resting on my hand*, I was thrumming with the other hand upon the quarto, until I accidentally loosened the clasps ; when, *to my utter astonishment*, the little book gave two or three yawns, *like one awakening from a deep sleep* ; then a husky hem, *and at length began to talk*. At first its voice was very hoarse and broken, *being much troubled by a cobweb which some studious spider had woven across it*, and having probably contracted a cold, from long exposure to the chills and damps of the Abbey. *In a short time*, however, it became more distinct, *and I soon found it* an exceedingly fluent, conversable little tome. Its language, *to be sure*, was rather quaint and obsolete, and its pronunciation what in the present day would be deemed barbarous ; but I shall endeavour, *as far as I am able*, to render it in modern parlance.

(a) Of the underlined passages, convert the phrases into clauses and the clauses into phrases, without varying the sense.

(b) Show the full meaning and force of—unprofitable speculations, was thrumming, studious spider, conversable tome, modern parlance.

(c) Point out any irregularities in the use of the pronouns in the extract ; and show the advantage gained by using the loose form of sentence.

2. Write a short note on the substance and style of Lamb's *Imperfect Sympathies*.

3. What is gained by using the dialogue form in composition? Illustrate your answer to this question by referring to passages in the *Mutability of Literature*.

4. Characterize, referring to passages, Irving's descriptive, narrative and imaginative powers.

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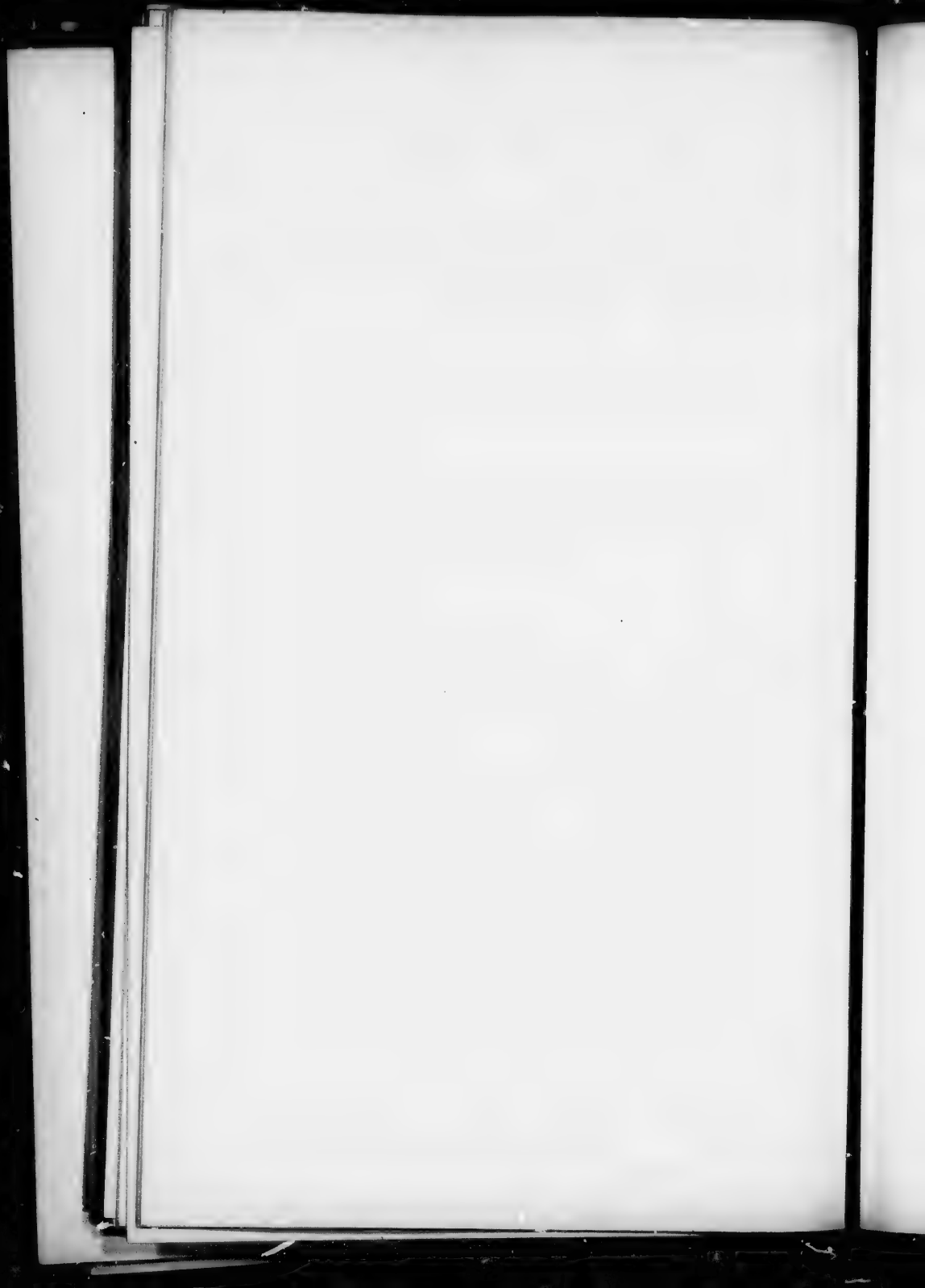
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SUPPLEMENTAL EXAMINATIONS : 1891.

FIRST YEAR.

FRENCH.

Examiner : J. SQUAIR, B.A.

I.

Translate :

Mais non ! ça ne se peut pas !.. Je suis riche, considéré, adoré.. et une chose s'oppose à mes projets... la grammaire française ;.. Je ne sais pas.. (*regardant autour de lui avec inquiétude*) je ne sais pas l'orthographe ! Les participes surtout, on ne sait par quel bout les prendre.. tantôt ils s'accordent, tantôt ils ne s'accordent pas.. quels fichus caractères ! Quand je suis embarrassé, je fais un pâté.. mais ce n'est pas de l'orthographe ! Lorsque je parle, ça va très bien.. ça ne se voit pas.. j'évite les liaisons.. A la campagne, c'est prétentieux.. je dis : Je suis allé.. (*Il prononce sans lier l's avec l'a.*) Ah ! dame ! de mon temps on ne moisissait pas dans les écoles.. j'ai appris à écrire en vingt-six leçons, et à lire.. je ne sais pas comment.. puis je me suis lancé dans le commerce des bois de charpente.. je cube, mais je ne rédige pas.. (*Regardant autour de lui.*) Pas même les discours que je prononce.. des discours étonnants !.. Arpajon m'écoute la bouche ouverte.. comme un imbécile !... On me croit savant... j'ai une réputation... maie grâce à un ange...

1. Give the pres. sub, in full of *sais, fais, écrire, appris.*
2. Distinguish *savoir* and *connaître.*
3. Represent the pronunciation of *vingt-six leçons.*
4. *Je me suis lancé.* Put *elles* for *je*, and make the other changes necessary for grammatical accuracy.

5. *étonnants*. What is the rule for the agreement of present participles.

II.

Translate :

Il faut que les enfants soient possédés du diable, car, au lieu de me sauver, je restai là, les yeux écarquillés, pour voir la bataille. J'avais bien peur, c'est vrai, mais la curiosité l'emportait encore.

Le temps de regarder et de frémir, les Croates étaient sur la place, j'entendis à la même seconde le commandant crier : " Feu ! " Puis un coup de tonnerre, puis rien que le bourdonnement de mes oreilles. Tout le côté du carré tourné vers la rue venait de faire feu à la fois ; les vitres de nos fenêtres tombaient en grelottant, la fumée entraînait dans la chambre avec des débris de cartouches, et l'odeur de la poudre remplissait l'air.

MADAME THÉRÈSE.

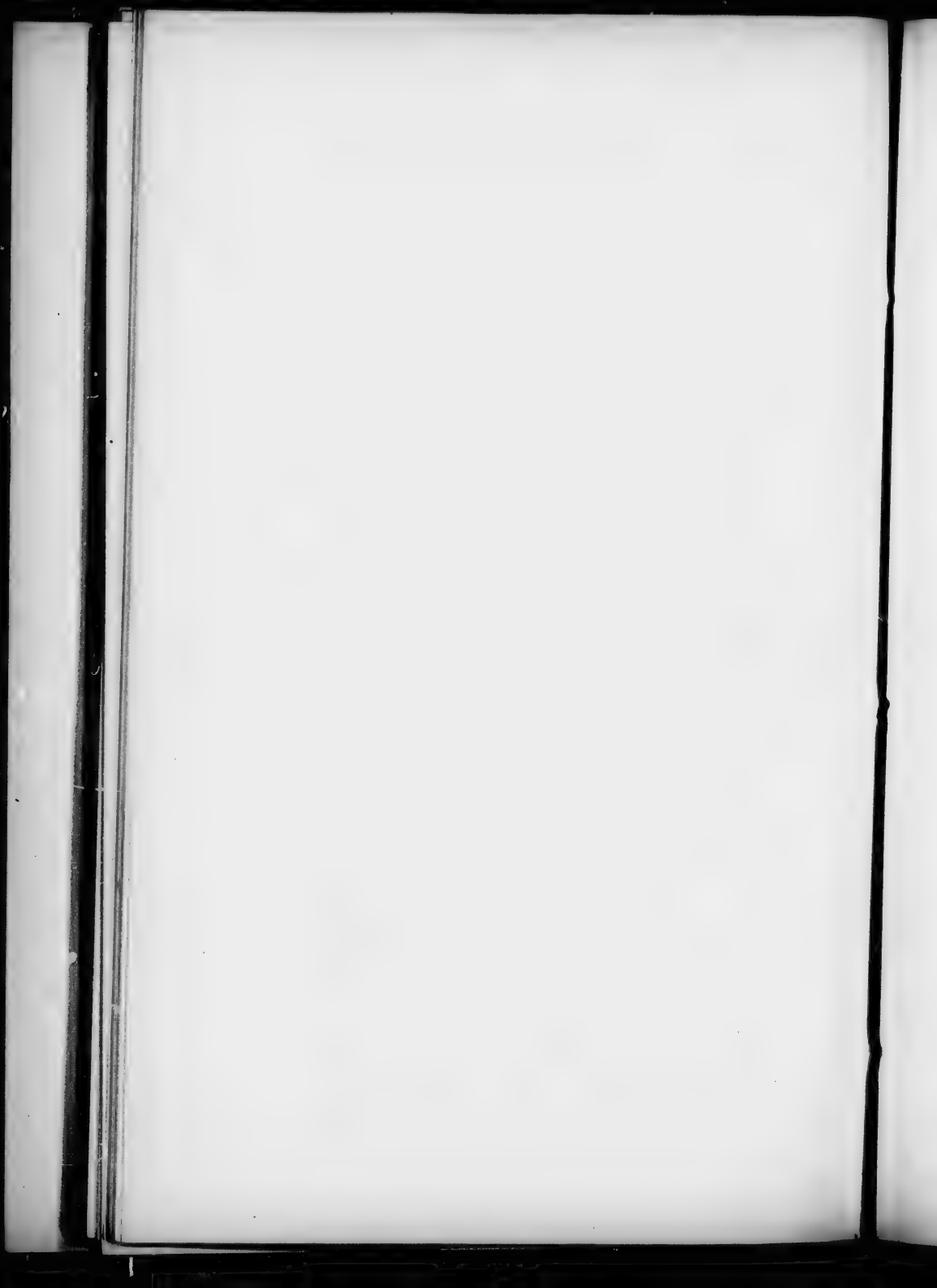
1. Distinguish *venir* without preposition, *venir à* and *venir de*.
2. Distinguish *temps* and *fois*.
3. Distinguish *vitre* and *verre*.
4. Translate : He ran away with his arms raised.

III.

Translate :

Le 15 août au matin, M. Karl Nibor se présenta chez M. Renault avec le docteur Martout et la commission nommée à Paris par la Société de biologie. Comme il arrive souvent en province, l'entrée de notre illustre savant fut une sorte de déception. Mme Renault s'attendait à voir paraître, sinon un magicien en robe de velours, au moins un vieillard d'une gravité extraordinaire. Karl Nibor est un homme de taille moyenne, très blond et très fluet. Peut-être a-t-il bien quarante ans, mais on ne lui en donnerait pas plus de trente-cinq. Il porte la moustache ; il est gai, parleur, agréable et assez mondain pour amuser les dames. Mais Clémentine ne jouit pas de sa conversation. Sa tante l'avait emmenée à Moret pour la soustraire aux angoisses de la crainte et aux enivrements de la victoire.

L'homme à l'Oreille cassée,



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SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

FRENCH.

Examiner: J. SQUAIR, B.A.

1. Translate:

- (a) We have money and you have friends.
- (b) They have many houses and barns.
- (c) We have good horses.
- (d) Our parents have neither horses nor carriages.
- (e) We have not any gold.

2. Translate:

- (a) Men do not love vice.
- (b) Dogs are useful animals.
- (c) I earn two dollars a day.
- (d) Give us some of the good wine.
- (e) I am right and you are wrong.

3. Translate:

- (a) He is going away.
- (b) They will run.
- (c) We shall do so.
- (d) They have come.
- (e) She died last night.
- (f) May they not go away?
- (g) They will gather apples.
- (h) May they not do it?
- (i) The water is boiling.
- (j) The cows are grazing.

4. Translate :

- (a) Does your father not love you ?
- (b) Will that man give us some apples ?
- (c) Will our friends not have gone away ?
- (d) Is he not foolish ?
- (e) Shall we not be there ?

5. Translate :

- (a) I have never seen him.
- (b) I have not done anything.
- (c) I did not see anybody.
- (d) I have hardly any bread.
- (e) I have no more apples.

6. Translate :

- (a) Have you any more money ? I have not.
- (b) Did you see him ? I did not.
- (c) You are going to write, are you not ?
- (d) Who was there ? Nobody.
- (e) When are you coming ? Never.

7. Translate :

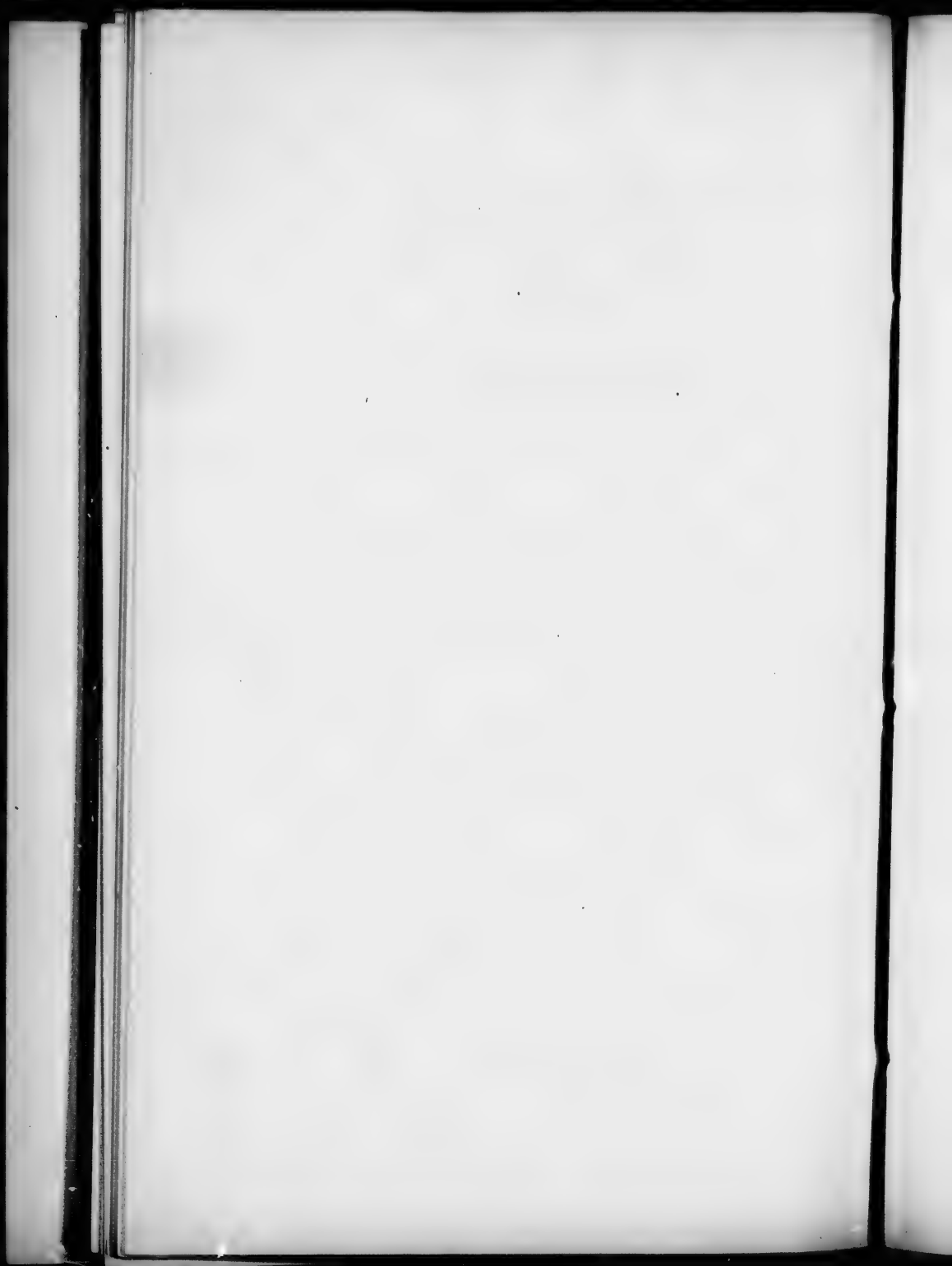
- (a) Give us some.
- (b) Do not give them any.
- (c) Give it to her.
- (d) Do not give it to her.
- (e) Will you not give us some ?

8. Translate :

- (a) Go away.
- (b) Do not go away.
- (c) Take it there.
- (d) Put it there.
- (e) We are giving them some.

9. Translate :

- (a) We have cold hands.
- (b) It will be cold to-morrow.
- (c) Don't you like the soup ?
- (d) No, it is cold.
- (e) That dog is cold.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

GERMAN AUTHORS.

Examiner: W. H. VANDERSMISSEN, M.A.

I.

Translate:

Adelheid. Das Frühstück wollen wir nicht vergessen.
(Korb tritt ein) Lieber Korb! (spricht leise mit ihm.)

Schmock. Bitte sehr, lassen Sie doch das! (Schmock und Korb ab.)

5 Oberst. Und jetzt, mein Fräulein, erklären Sie mir diese ganze Unterredung; sie geht mich nahe genug an.

Adelheid. Senden hat sich gegen Andere taktlos über seine Stellung zu Ihnen und Ihrem Hause ausgesprochen. Dieser junge Mann hatte etwas davon gehört, und Billete von Senden in Besitz, in welchen einige
10 unpassende Ausdrücke vorkommen. Ich hielt es für gut, diese Billete aus seinen Händen herauszuziehen.

Oberst. Ich ersuche Sie um diese Briefe, Adelheid.

Adelheid. Wozu, Herr Oberst?

Oberst. Ich werde mich nicht ärgern, Mädchen.

15 Adelheid. Das verlohnt sich auch nicht. Und doch bitte ich Sie, nicht hineinzusehen. — Sie wissen jetzt genug, denn Sie wissen, daß er mit seiner Umgebung ein so großes Vertrauen, als Sie ihm in der letzten Zeit gegönnt haben, nicht zu würdigen weiß.

FREYTAG, die Journalisten.

1. Parse and give the principal parts of *vergessen*, *tritt ein*, *spricht*, *bitte*, *lassen*, *geht* . . . *an*, *vorkommen*, *hielt*, *herauszuziehen*, *hineinzusehen*, *wissen*.

2. Give the gender of *Frühstück*, *Fräulein*, *Haus*, *Besitz*, *Ausdruck*, *Brief*, *Mädchen*, *Vertrauen*. with rules.

3. Give the gen. sing. and nom. pl. of *Fräulein*, *Unterredung*, *Haus*, *Mann*, *Oberst*, *Mädchen*, *Zeit*.

4. Accentuate *Frühstück*, *Fräulein*, *taktlos*, *Ausdrücke*, *Oberst*, *hineinzusehen*, *Umgebung*, *Vertrauen*, giving the rule in each case.

5. *Billete*. Indicate the pronunciation.

6. Give reasons for the position of each of the following words in the sentence in which it occurs: *wir* (l. 1), *vergessen*, *an* (l. 5), *gehört*, *vorkommen*, *würdigen*.

II.

So grosse Ursachen aber die Stadt Antwerpen hatte, die Spanier aus ihren Mauern entfernt zu halten, so wichtige Gründe hatte der spanische Feldherr, sich derselben, um welchen Preis es auch sei, zu bemächtigen. An dem Besitze dieser Stadt hing gewissermassen der Besitz des ganzen Brabantischen Landes, welches sich grösztentheils durch diesen Kanal mit Getreide aus Seeland versorgte, und durch Einnahme derselben versicherte man sich zugleich die Herrschaft der Schelde. Dem Brabantischen Bunde, der in dieser Stadt seine Versammlungen hielt, wurde mit derselben seine wichtigste Stütze entzogen, der gefährliche Einfluss ihres Beispiels, ihrer Rathschläge, ihres Geldes auf die ganze Partei gehemmt, und in den Schätzen ihrer Bewohner den Kriegsbedürfnissen des Königs eine reiche Hülfquelle aufgethan. Der Fall derselben musste, früher oder später, den Fall des ganzen Brabants nach sich ziehen, und das Uebergewicht der Macht in diesen Gegenden entscheidend auf die Seite des Königs neigen.

SCHILLER, *die Belagerung von Antwerpen*.

1. Give the principal parts of *halten*, *sei*, *hing*, *entzogen*, *aufgethan*, *muszte*, *ziehen*, *neigen*.

2. Parse *derselben* (l. 4), *sei* (l. 5), *sich* (l. 10), *Bunde* (l. 11), *Macht* (l. 20).

3. Give the nom. pl. of *Feldherr*, *Stadt*, *Bunde*, *Herrschaft*, *Beispiel*, *König*.

4. Give the gender (referring to rules) of *Grund*, *Einfluss*, *Einnahme*, *Getreide*, *Beispiel*, *Kriegsbedürfnis*.

5. Um welchen Preis es auch sei. Explain the construction.

III.

Translate :

- (a) Treue Liebe bis zum Grabe
Schwör' ich dir mit Herz und Hand !
Was ich bin und was ich habe,
Dank' ich dir, mein Vaterland !
Nient in Worten nur und Liedern
Ist mein Herz zum Dank bereit,
Mit der That will ich's erwidern
Dir in Not, in Kampf und Streit.
In der Freude wie im Leide
Ruf' ich's Freund' und Feinden zu :
Ewig sind vereint wir beide
Und mein Stolz, mein Glück bist du.

HOFFMANN VON FALLERSLEBEN.

- (b) Ein alter Mann fällte im Walde Holz für den Winter und trug es seiner Hütte zu. Der Weg war lang. Seine Kräfte waren schwach. Verdrieszlich warf er unterwegs seine Bürde nieder und flehte den Tod laut um Erlösung. Im Augenblicke stand dieser auch schon vor ihm und fragte ihn um sein Verlangen.

"Nichts verlange ich, ganz und gar nichts," antwortete der Greis erschrocken, "sondern seid so gut und hebt mir diese Last wieder auf den Rücken."

Nach Aesop.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

FIRST YEAR.

GERMAN.

Examiner : G. H. NEEDLER, B.A., Ph.D.

I.

1. Form three sentences in German showing the position of adverbs of time and place, and of the negative.
2. Show the position of the verb in principal and dependent sentences.
3. Give an account of the formation of the comparative and superlative of adjectives and adverbs.
4. Compare the German with the English use of the definite article.
5. Form sentences showing the use of the prepositions *an, zu, bis, vor, um*, and of the verbal prefixes *hin-, ent-, be-, fort-*.

II.

Translate into German :

1. Was it cold yesterday ? Yes, but we had no fire in the stove (*Ofen*).
2. Those large apples will soon be ripe.
3. He was here yesterday, and is at his uncle's to-day.
4. The days are now becoming short and the nights long.
5. Have you had much pleasure in the city ? No, because we have seen very little.
7. The girls were playing in the garden with their father and mother.
8. The little boys go to school every day.
9. When will you be here again ? Tomorrow at half past five in the afternoon.
10. A stone fell on his foot, but it was not very heavy.
11. I do not know any of the gentlemen.
12. My friend went to Berlin three days ago.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

FIRST YEAR.

HEBREW.

Examiner : J. F. McCurdy.

1. Translate :

וַיֵּצֵא יְהוָה אֱלֹהִים עַל הָאָדָם לֵאמֹר מִכָּל עֵץ-הָעֵדֶן אָכַל
תֹּאכֵל : וּמִעֵץ הַדֹּעַת טוֹב וְרַע לֹא תֹאכַל מִמֶּנּוּ כִּי יוֹם
אֶכְלֶדָּה מִמֶּנּוּ מוֹת תָּמוּת :

(Gen. ii. 16, 17.)

2. Parse the words above marked *.

3. Inflect אָכַל and מוֹת in the Imperfect Kal.

4. Translate :

וַיֹּאמֶר יְהוָה אֶל-קַיִן אֵי הָבֵל אָחִיךָ וַיֹּאמֶר לֹא יָדַעְתִּי
הֲשֹׁמֵר אָחִי אָנֹכִי : וַיֹּאמֶר מַה עָשִׂיתָ קוֹל דְּמֵי אָחִיךָ
צֹעֲקִים אֵלַי מִן-הָאֲדָמָה :

(Gen. iv. 9, 10.)

5. Explain the construction of the last clause of v. 10.
Account for the use of the Perfect tense in יָדַעְתִּי (v. 9).
How does the plural of the word for "blood" differ in
meaning from the singular?

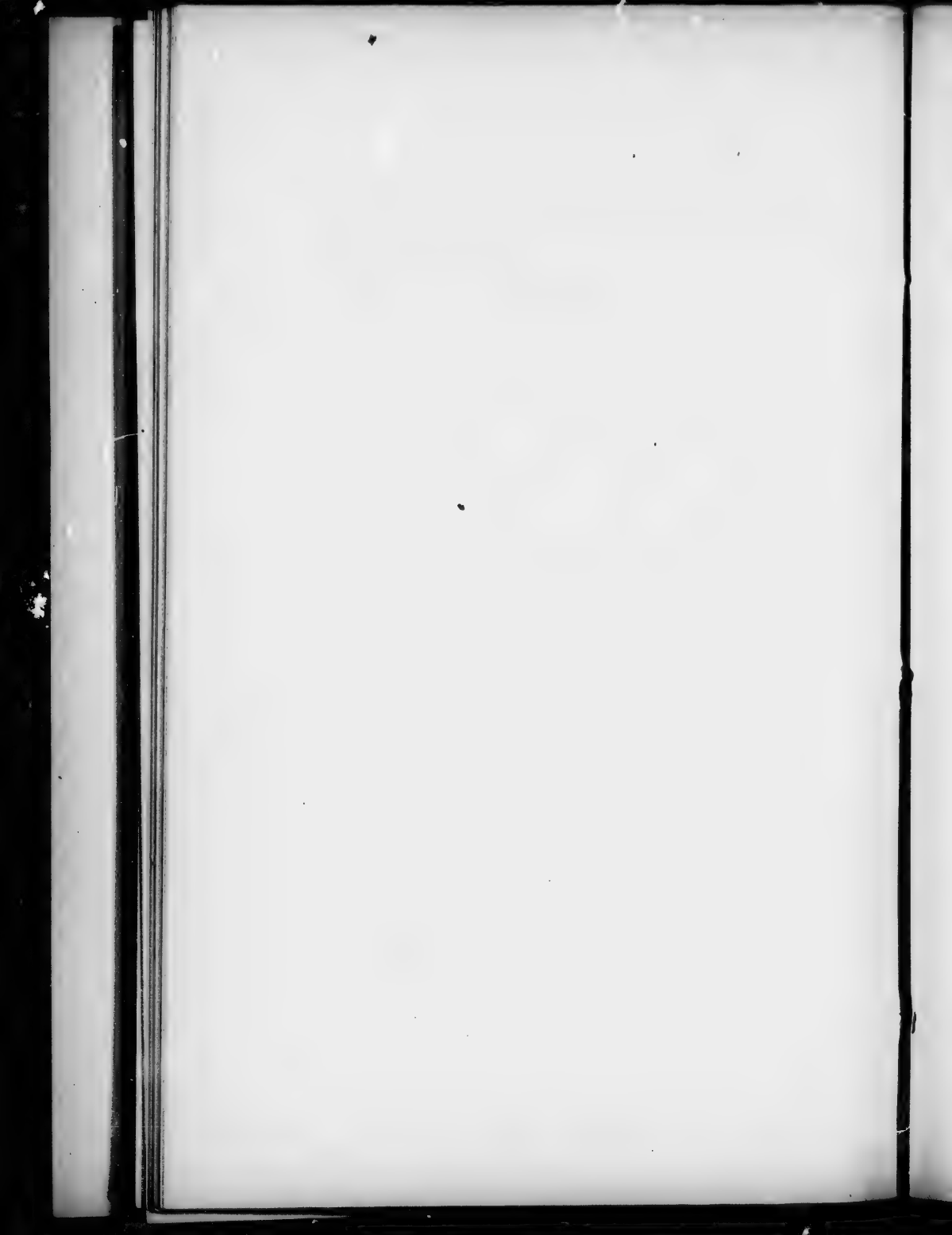
6. Decline the noun אָח and the two participles occurring
in the above extract.

7. Translate :

וַיִּהְיֶה עוֹד הַלָּלוּם אַחֵר וַיִּסְפֹּר אֹתוֹ לְאַחִיו וַיֹּאמֶר הִנֵּה
הַלְמָתִי הַלָּלוּם עוֹד וְהִנֵּה הַשְּׂמֶשׁ וְהַיָּרֵחַ וְאֶחָד עֶשֶׂר
כּוֹכָבִים מְשֻׁתָּהוּיִם לִי :

(Gen. xxxvii. 9.)

8. How are the English tenses expressed in Hebrew severally?



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

BIOLOGY.

Examiner: J. J. MacKENZIE, B.A.

1. Describe fully the organs of flight in the Vertebrata. In what groups are they found?
2. Give an account of the structure of the heart in man. How does it differ from that of the lower Vertebrata?
3. Explain what is meant by metamorphosis. Give example.
4. Give a description of the chief tissue systems in the higher plants. Sketch briefly their functions.
5. Explain what is meant by entomophilous flowers. Give examples.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

FIRST EXAMINATION.

ELEMENTARY GEOLOGY AND PHYSICAL GEOGRAPHY.

Examiner : F. G. WAIT, M A.

1. Define the following terms : anticlinal, denudation, dip, formation, metamorphism, strike, unconformability, weathering, jointing.

2. Explain the formation of sandstones, granites, and beds of rock salt.

3. Gneiss, marble, pumice, clay slate, trap, mica schist, jasper conglomerate, limestone :

(a) Briefly describe each of the above,

(b) State in each case whether you consider it to be of sedimentary, metamorphic, or igneous origin. Give reasons for your answer.

4. What assistance do fossils furnish the geologist in studying the ancient geography of the earth ?

5. Of what ages or periods were the following organisms characteristic : Ammonites, Belemnites, Calamites, Crinoids, Brachiopods, Cycads, Graptolites, Trilobites ? Give the living representatives of each, where such exist.

6. Explain, giving diagrams, the phenomena of tides.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

SECOND YEAR.

GREEK AUTHORS.

Examiners: { MAURICE HUTTON, M.A.
R. J. BONNER, B.A.

No Candidate will pass on this paper who omits the questions on syntax : in parsing verbs explain always the reason for the mood used, and in parsing aorists distinguish between first and second.

Candidates are warned against confining their attention to either of the two authors prescribed.

SOPHOCLES, ANTIGONE.

1. Translate carefully :

- (a) ΦΤ. ἀναξ, ἐρῶ μὲν οὐχ ὅπως τάχους ὑπο
δύσπνους ἱκάνω, κοῦφον ἐξάρας πόδα.
πολλὰς γὰρ ἔσχον φροντίδων ἐπιστάσεις,
ὁδοῖς κυκλῶν ἐμαυτὸν εἰς ἀναστροφὴν
ψυχὴ γὰρ ἧῶδα πολλά μοι μυθουμένη,
τάλας, τί χωρεῖς οἱ μολῶν δώσεις δίκην;
τλήμων, μενεῖς αὖ; κεῖ τὰδ' εἴσεται Κρέων
ἄλλου παρ' ἀνδρός, πῶς σὺ δῆτ' οὐκ ἀλγυνεῖ;
τοιαῦθ' ἐλίσσων ἦνυτον σπουδῇ βραδίῃ,
χοῦτως ὁδὸς βραχεῖα γίγνεται μακρά.
τέλος γε μέντοι δεῦρ' ἐνίκησεν μολεῖν
σοί, κεῖ τὸ μηδὲν ἐξερῶ φράσω δ' ὅμως.
τῆς ἐλπίδος γὰρ ἔρχομαι δεδραγμένος,
τὸ μὴ παθεῖν ἂν ἄλλο πλὴν τὸ μόρσιμον.
ΚΡ. τί δ' ἐστὶν ἀνθ' οὗ τήνδ' ἔχεις ἀθυμίαν;
ΦΤ. φράσαι θέλω σοι πρῶτα τὰ μαυνοῦ· τὸ γὰρ
πρᾶγμ' οὐτ' ἔδρασ' οὐτ' εἶδον ὅστις ἦν ὁ δρῶν,
οὐδ' ἂν δικαίως ἐς κακὸν πέσοιμί τι.

- (b) "Ερως ἀνέκατε μάχαν,
"Ερως, ὃς ἐν κτήμασι πίπτεις,
ὃς ἐν μαλακαῖς
νεάνιδος ἐννυχεύεις,

φοιτᾷς δ' ὑπερπόντιος ἐν τ' ἀγρονόμοις αὐλαῖς.
 καί σ' οὐτ' ἀθανάτων φύξιμος οὐδεὶς
 οὐθ' ἀμερίων ἐπ' ἀνθρώπων, ὃ δ' ἔχων μέμνηεν.
 σὺ καὶ δικάϊων ἀδίκους
 φρένας παρασπᾷς ἐπὶ λῶβα·
 σὺ καὶ τότε νείκος ἀνδρῶν
 ξύναιμον ἔχεις ταράξας·
 νικᾷ δ' ἐναργῆς βλεφάρων ἥμερος εὐλέκτρον
 νύμφας, τῶν μεγάλων πάρεδρος ἐν ἀρχαῖς
 θεισμῶν· ἄμαχος γὰρ ἐμπαίζει θεὸς Ἀφροδίτα.
 νῦν δ' ἤδη γὰρ καὶ αὐτὸς θεσμῶν
 ἔξω φέρομαι τὰδ' ὁρῶν. ἰσχεῖν δ'
 οὐκέτι πηγὰς δύναιμι δακρύων,
 τὸν παγκοίταν δθ' ὁρῶ θ' ἴον
 τήνδ' Ἀντιγόνην ἀνύτου

2. Parse fully and explain the syntax of the following:

(a) ἐξάρας, ἠῦδα, οἷ, ἀλγυνεῖ, χούτως, ἐνίκησεν, δεδραγμένος: distinguish οὐτ' and οὐδ' in the last two lines.

(b) ἀνίκατε, νεάνιδος, φοιτᾷς, σ', παρασπᾷς, γὰρ, καὶ αὐτὸς, δθ'.

3. Explain (b) ἐν κτήμασι.

DEMOSTHENES, DE CORONA.

I. Translate:

(a) Ταῦτα γράψαντος ἐμὲ τότε, καὶ τὸ τῇ πόλει συμφέρον, οὐ τὸ Φιλίππῳ ζητοῦντος, βραχὺ φροντίσαντες οἱ χρηστοὶ πρέσβεις οὗτοι καθήντο ἐν Μακεδονίᾳ τρεῖς ὅλους μῆνας, ἕως ἦλθε Φίλιππος ἐκ Θρᾴκης πάντα καταστρεφόμενος, ἐξὸν ἡμερῶν δέκα, μᾶλλον δὲ τριῶν ἢ τεττάρων, εἰς τὸν Ἑλλήσποντον ἀφίχθαι καὶ τὰ χωρία σῶσαι, λαβόντας τοὺς ὄρκους πρὶν ἐκεῖνον ἐξελεῖν αὐτά· Οὐ γὰρ ἂν ἤψατ' αὐτῶν παρόντων ἡμῶν, ἢ οὐκ ἂν ὠρκίζομεν αὐτὸν, ὥστε τῆς εἰρήνης ἂν δημαρτήκει καὶ οὐκ ἂν ἀμφότερα εἶχε, καὶ τὴν εἰρήνην καὶ τὰ χωρία.

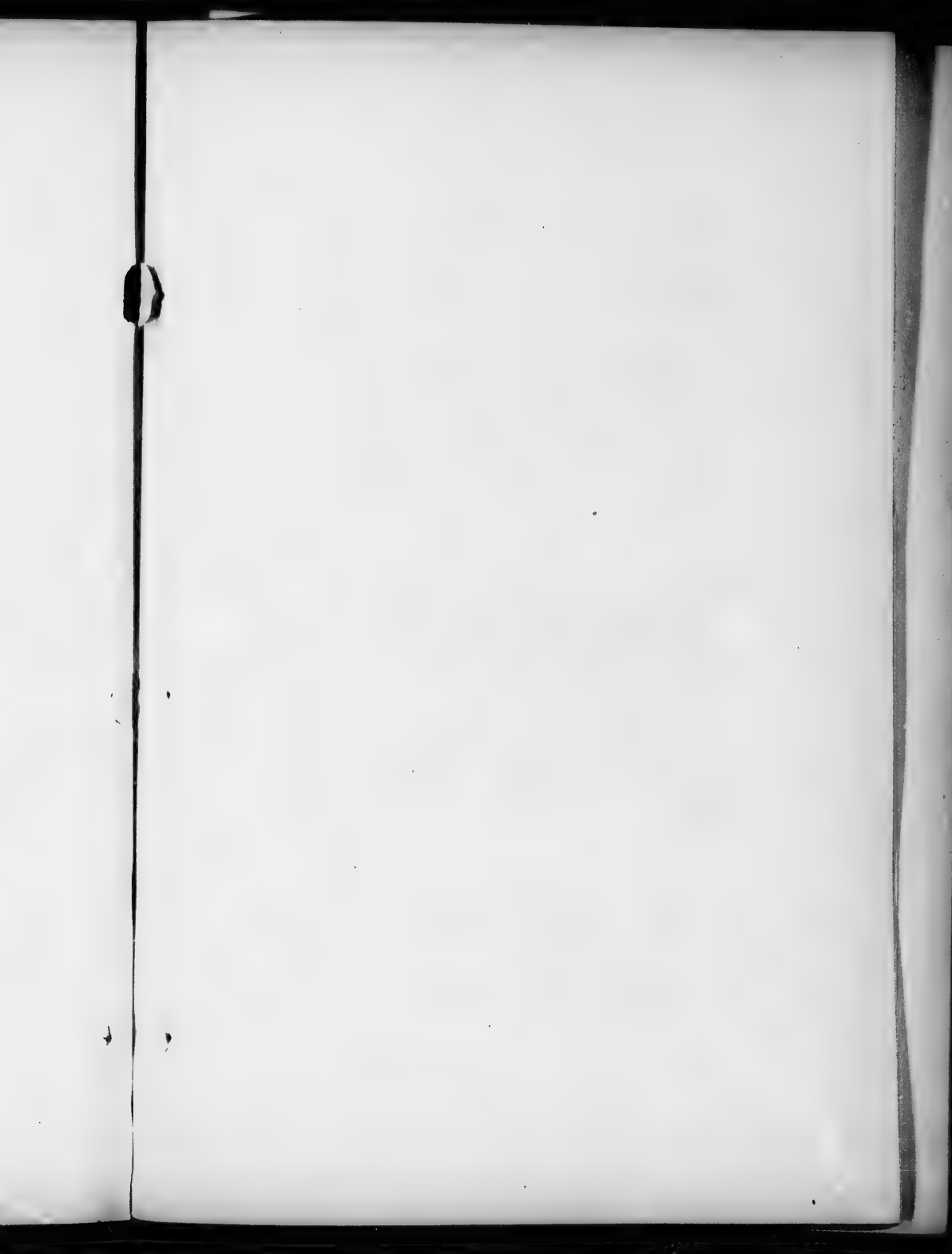
(b) Ἠγοῦμαι τοίνυν λοιπὸν εἶναί μοι περὶ τοῦ κηρύγματος εἰπεῖν καὶ τῶν εὐθυνῶν· τὸ γὰρ ὡς τὰ ἀριστά τε ἔπραττον καὶ διὰ παντὸς εὖνους εἰμὶ καὶ πρόθυμος εὖ ποιεῖν ὑμᾶς, ἱκανῶς ἐκ τῶν εἰρημένων δεδηλωσθαι μοι νομίζω. Καίτοι τὰ μέγιστα γε τῶν πεπολιτευμένων καὶ πεπραγμένων ἐμαυτῷ παραλείπω, ὑπολαμβάνων πρῶτον μὲν ἐφεξῆς τοὺς περὶ αὐτοῦ τοῦ

παρανόμου λόγους ἀποδοῦναι με δεῖ, εἴτα, κὰν μηδὲν
εἶπω περὶ τῶν λοιπῶν πολιτευμάτων, ὁμοίως παρ'
ὑμῶν ἐκάστω τὸ συνειδὸς ὑπάρχειν μοι.

II. (a) Parse and explain the syntax of Φιλίππου,
ζητούντος, καθήντο, ἔξον, ἡμερῶν, ἀφίχθαι, ἐξελεῖν, εἰρήνης.

(b) Explain the syntax of τὸ (γὰρ), εὖνους, ὑμᾶς,
ἑμαυτῷ, ὑμῶν.

III. State fully the occasion upon which the *De
Corona* was delivered.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

SECOND, THIRD AND FOURTH YEARS.

TRANSLATION AT SIGHT.

Examiner : W. P. MUSTARD, M.A., PH.D.

A.

Translate :

Οἱ δὲ Θηβαῖοι εὐθὺς μὲν μετὰ τὴν μάχην ἔπεμψαν εἰς Ἀθήνας ἄγγελον ἐστεφανωμένον, καὶ ἅμα μὲν τῆς νίκης τὸ μέγεθος ἔφραζον ἅμα δὲ βοηθεῖν ἐκέλευον, λέγοντες ὡς νῦν ἐξείη Λακεδαιμονίους πάντων ὧν ἐπεποιήκεσαν αὐτοὺς τιμωρήσασθαι. τῶν δὲ Ἀθηναίων ἡ βουλή ἐτύγχανε ἐν ἀκροπόλει καθημένη. ἐπεὶ δ' ἤκουσαν τὸ γεγενημένον, ὅτι μὲν σφόδρα ἠνιάθησαν πᾶσι δῆλον ἐγένετο· οὔτε γὰρ ἐπὶ ξένια τὸν κήρυκα ἐκάλεσαν, περὶ τε τῆς βοηθείας οὐδὲν ἀπεκρίναντο. καὶ Ἀθήνηθεν μὲν οὕτως ἀπῆλθεν ὁ κήρυξ.

XENOPHON, *Hellen*, VI.

VOCABULARY.

ἀνιάω, to grieve, distress.

ἔξεστι, it is allowed, possible.

ξένιος, hospitable.

στεφανόω, to crown.

τιμωρεῖσθαι, to take vengeance on.

φράζω, to declare.

B.

Translate :

Postero die transgressus Anienem Hannibal in aciem omnes copias eduxit, nec Flaccus consulesque certamen detractavere. Instructis utrimque exercitibus in ejus pugnae casum, in qua urbs Roma victori præmium esset, imber ingens grandine mixtus ita utramque aciem turbavit, ut vix armis retentis in castra sese receperint nullius rei minore quam hostium metu. Et postero die eodem loco acies instructas eadem tempestas diremit: ubi recepissent se in castra, mira serenitas cum tranquillitate oriebatur. In religionem ea res apud Pœnos versa est, auditaque vox Hannibalis fertur, potiundæ sibi urbis Romæ modo mentem non dari modo fortunam.

LIVY, XXVI.

VOCABULARY.

detrecto, to decline.*dirimo*, to disturb.*grando*, hail.*imber*, rain-storm.*potior*, to become master of.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

SECOND YEAR.

LATIN AUTHORS.

Examiners : { MAURICE HUTTON, M.A.
W. P. MUSTARD, M.A., PH.D.

No Candidate will pass on this paper who omits the questions on syntax : in parsing verbs explain always the reason for the mood used.

Candidates are warned against confining their attention to either of the two authors prescribed.

1. Translate carefully.

(a) Quae priusquam undique vallo objectae clauderent exitus, quinque equites inter stationes hostium emissi Romam pertulere consulem exercitumque obsideri. Nihil tam nec inopinatum nec tam insperatum accidere potuit. Itaque tantus pavor tanta trepidatio fuit, quanta, si urbem non castra hostes obsiderent. Nautium consulem arcessunt. In quo quum parum praesidii videretur dictatoremque dici placeret, qui rem perculsam restitueret, L. Quinctius Cincinnatus consensu omnium dicitur. Operae pretium est audire, qui omnia prae divitiis humana spernunt neque honori magno locum neque virtuti putant esse nisi ubi effusae affluent opes : spes unica imperii populi Romani, L. Quinctius trans Tiberim contra eum ipsum locum, ubi nunc navalia sunt, quattuor jugerum colebat agrum, quae prata Quinctia vocantur. Ibi ab legatis—seu fossam fodiens palae innixus seu quum araret, operi certe, id quod constat, agresti intentus—salute data in vicem redditaeque rogatus, ut, quod bene verteret ipsi reique publicae, mandata senatus audiret, admiratus rogatansque "Satin' salve," togam propere e tugurio proferre uxorem Raciliam jubet. Qua simul abterso

pulvere ac sudore velatus processit, dictatorem cum legati gratulantes consulunt, in urbem vocant, qui terror sit in exercitu, exponunt.

LIVY III., ch. 26.

(b) Nec in tribunicio auxilio Appius nec in judicio populi ullam spem habebat : at tamen et tribunos adpellavit et nullo morante arreptus a viatore "Provoco" inquit. Audita vox una vindex libertatis ex eo missa ore, quo vindiciae nuper ab libertate dictae erant, silentium fecit : et, dum pro se quisque deos tandem esse et non negligere humana fremunt, et superbiae crudelitatisque etsi seras non leves tamen venire poenas ; provocare, qui provocationem sustulisset, et implorare praesidium populi, qui omnia jura populi obrisset, rapique in vincla egentem jure libertatis, qui liberum corpus in servitutem addixisset,—ipsius Appii inter concionis murmur fidem populi Romani implorantis vox exaudiebatur. Majorum merita in rem publicam domi militiaeque commemorabat ; suum infelix erga plebem Romanam studium, quo aequandarum legum causa cum maxima offensione patrum consulatu abisset ; suas leges, quibus manentibus lator earum in vincla ducatur.

LIVY, III. ch. 56.

2. Parse fully and explain the syntax of :

(a) *clauderent, obsiderent, restitueret jugerum, innisus, araret, redditaque, verteret, essent, sit.*

(b) *morante, negligere, fremunt, superbiae, provocare, obrisset, rapique, murmur, implorantis, ducatur.*

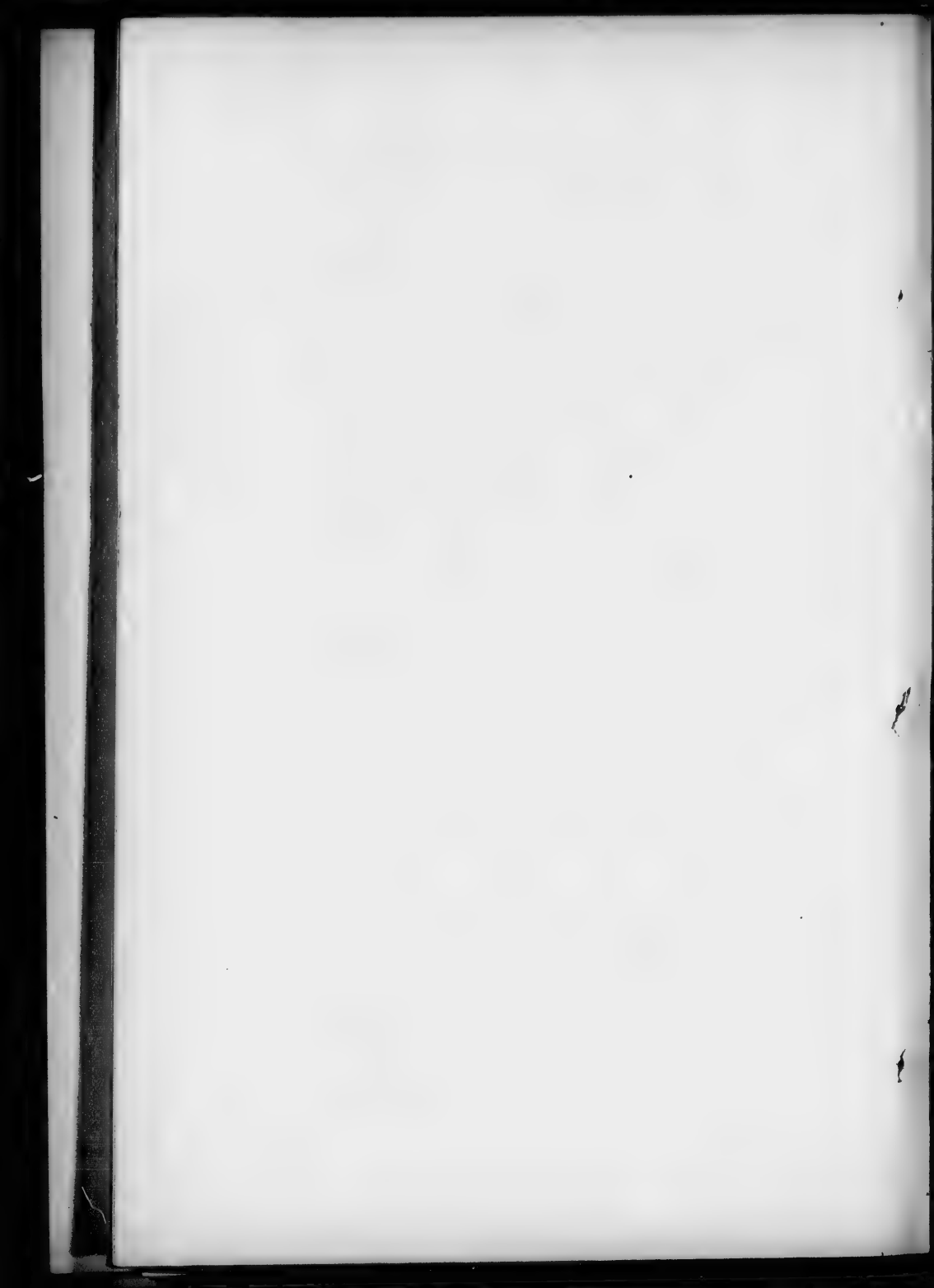
1. Translate :

Nec minus interea Misenum in litore Teucri
Flebant et cineri ingrato suprema ferebant.
Principio pinguem taedis et robore secto
Ingentem struxere pyram, cui frondibus atris
Intexunt latera, et ferales ante cupressos
Constituunt, decorantque super fulgentibus armis.
Pars calidos latices et aena undantia flammis
Expediunt, corpusque lavant frigentis et unguent.
Fit gemitus. Tum membra toro defleta reponunt,
Purpureasque super vestes, velamina nota,

Coniciunt. Pars ingenti subiere feretro,
Triste ministerium, et subiectam more parentum
Aversi tenuere facem. Congesta cremantur
Turea dona, dapes, fuso crateres olivo.

VERGIL, *Aeneid*, VI.

2. Parso cineri, cui, frigentis, feretro, ministerium.
3. Scan the first two lines of this extract, marking the quantity of each syllable.



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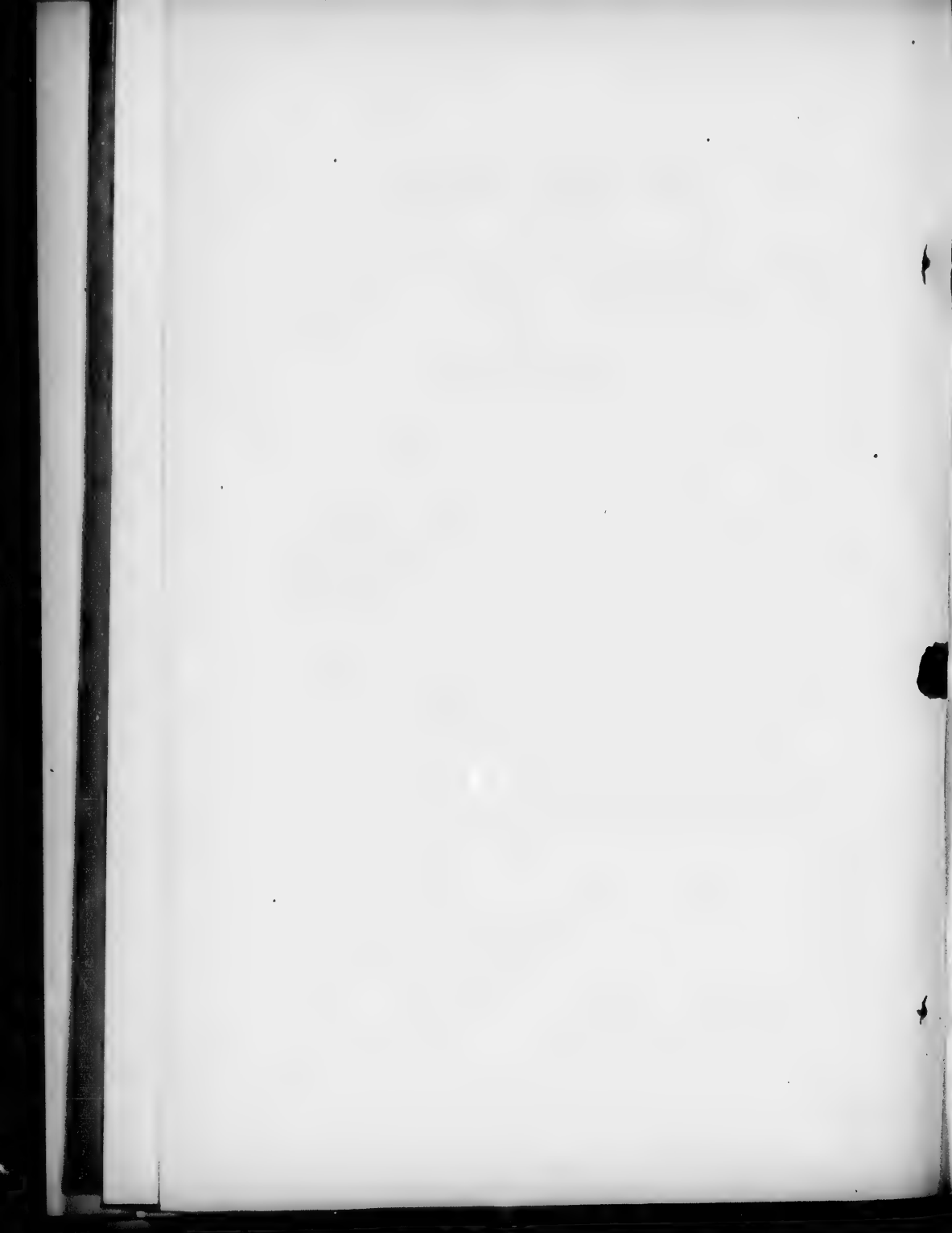
SUPPLEMENTAL EXAMINATIONS : 1891.

SECOND, THIRD AND FOURTH YEARS.

LATIN PROSE.

Examiner : GEO. H. ROBINSON, M.A.

A dark stormy night in the depth of winter was chosen for the attempt. It was known that in such nights the sentinels took shelter in the towers, and left the intervening battlements unguarded ; and it was on this practice that the success of the adventure mainly depended. It was concerted, that the part of the garrison which remained behind should make demonstrations of attacking the enemy's lines on the side opposite to that by which their comrades attempted to escape. And first a small party lightly armed, the right foot bare, to give them a surer footing in the mud, keeping at such a distance from each other as to prevent their arms from clashing, crossed the ditch, and planted their ladders, unseen and unheard ; for the noise of their approach was drowned by the wind.



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SUPPLEMENTAL EXAMINATIONS: 1891.

SECOND, THIRD AND FOURTH YEARS.

LATIN AND GREEK GRAMMAR.

Examiner: J. C. ROBERTSON, B.A.

NOTE.—Candidates taking both Latin and Greek will omit in each section the fifth and one other question.

I.

1. Translate into Latin, using the verbs *adeo, cohortor, interficio, jubeo, mitto, perfero, reperio, utor, volo*:

They are willing; we shall employ; he was approaching; we were ordered to kill; he ought (*debet*) to be killed; she has been sent; he endures; I shall approach; (he said) that you were approaching; (he says) we killed; as (*quum* and subj.) they are willing; as we had employed; as he was willing; we cannot endure; after exhorting them; after killing her; he is killed; you used to employ; it had been found; I shall find; while exhorting; (for the sake) of approaching and of killing.

2. Translate into Latin:

All the arms; in every city; on the first day; (he built) three thousand very swift (*celer*) ships; a colder river (*frigidus* and *flumen*); on account of (*propter*) a most difficult circumstance; (he sent us) to another house; (they inhabited) the same regions (*locus*); in the whole of Italy; (destroyed) with fire; (ready to do) everything; (they are considered) the largest territories; (he sent us) with three hundred and twenty soldiers to Rome.

3. Translate into Latin:

Because (*quod*) we had done this; (they attempted) to do this; (he promises) to do this; (he came) when we were doing this; (he has found out) who is doing this; (he denied) doing this; after doing this (they returned); (so difficult) that we could not do it; (he is afraid) that we will do this; (he said that those) who had done this (had gone); (he advises us) to do this: (he advised me) to do this; (they were attacked) while doing this; (he told us) what he had done; if you do this (you will be punished); to do this (they returned at once).

4. State clearly, and by simple English sentences show when you would translate:

his	by	suus	and	when	by	ejus,	and	when	not	at	all,
your	"	tuus	"	"	"	vester,	"	"	"	"	"
him	"	se	"	"	"	eum,	"	"	by	illum,	
himself	"	se	"	"	"	ipse,					
of	us	"	nostri	"	"	nostrum.					

5. Translate both literally and idiomatically, and explain the construction of the Latin idiom:

pugnatum est; paucis diebus ante venerunt; legatos mittunt qui pacem petant; legatos miserunt pacis petendae causa; dixit fore ut urbs caperetur; nihil vini; mihi parceretur; milites hortatus est ut fortiter pugnarent; oportebat te venire.

II.

1. παρήσαν ἔχοντες ἱππέας τριακοσίους, (they came with [lit. having] three thousand cavalry); κράτιστον ἡμῖν ἐμβαλεῖν περὶ τούτου βουλὴν, (the best course for us is to suggest a consultation about this); νῦν οὖν τις, ἔφη, λεγέτω ἐνθάδε ἀναστὰς ποτέρως ἂν τὴν ἀρετὴν μᾶλλον οἴεται ἀσκέεισθαι παρ' ἡμῖν, (let some one then, said he, rise up here and [lit. rising up] state whether he thinks valor would be more generally exhibited among us).

Explain the difference in tense in ἐμβαλεῖν as contrasted with ἀσκέεισθαι, and in ἔχοντες as contrasted with ἀναστὰς.

2. What signs, indicative of their tense, mood, and voice, do the following verbs contain?

παρημεληκότα, εὐχίσθαι, ἐκπεπλήχθαι, μιμνήσκειται, δξενεχθήναι, ἀνήρουν, συντεθραμμένοι, ἐπίνειμε, ἐψη (from ἐάω), μεταστραφείς, ἀγωνιείσθαι, μενεΐς, ἐφείπετο, προτιθείς, παραδῶμεν, ἡσθήσονται, ἀνήρηται, δύναιτο.

3. Decline the Greek for a larger city, the mother herself, a certain portion (μέρος n.), this clear (σαφής) example (παράδειγμα).

4. (a) How would you translate *ἄν* with the optative, the subjunctive, past tenses of the indicative, and the infinitive respectively?

(b) What is the nature of the difference between the first and the second aorist in Greek? Has English anything corresponding?

5. Translate, explaining or pointing out peculiarities in the Greek idiom:

(a) ἀγαθοὶ ἐγένοντο διὰ τὸ φῦναι ἐξ ἀγαθῶν.

(b) τίς ἡ ὠφέλεια τοῖς θεοῖς τυγχάνει οὐσα ἀπὸ τῶν δῶρων ὧν παρ' ἡμῶν λαμβανουσιν;

(c) ἡ οἶοι οἷος τ' ἂν εἶναι αὐτὸς εἰπεῖν, εἰ δέοι;

(d) δῆλον ὅτι οὐ καλῶς ἔξει.

(e) πολλὰ μὲν τὰ εἰρημένα, πολὺ δ' ἔτι πλείω τὰ ὑπολειπόμενα.

Explain the force of *μὲν* in (e).

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SUPPLEMENTAL EXAMINATIONS : 1891.

SECOND YEAR.

PHYSICS.

Examiners : { A. C. MCKAY, B.A.
 { IVA E. MARTIN, B.A.

[$g = 981$]

1. Define *uniform velocity*, *uniform acceleration*, *momentum*.

How far does a heavy body fall from rest in one second ?

2. Define *force*.

A mass of m grams is moving with a velocity of v centimetres a second ; in what time will a constant force f reduce it to rest ?

3. Define *energy*.

Express the kilogrammetre in terms of the C. G. S. unit of energy.

4. Define *pressure at a point in a fluid*.

Show that it is equal in all directions.

5. Show that the resultant pressure on a body wholly immersed in water, is in the vertical direction, and equal to the weight of water displaced.

Describe the method of use of the specific gravity bottle.

6. Define *temperature*, *absolute temperature*, *specific heat*.

Five pounds of mercury at 15°C are poured into two pounds of boiling water ; find the temperature of the mixture, the specific heat of mercury being $\cdot 03$.

7. Describe an instrument used to determine the dew-point.

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SUPPLEMENTAL EXAMINATIONS : 1891.

SECOND YEAR.

FRENCH.

Examiner : W. H. FRASER, B.A.

I.

Translate :

- Je ne ménage rien, Marat. — Quand il le faut,
Je suis homme, Danton, à savoir parler haut.
—Toujours le bien public me dicta ma réponse ;
Et puisque vous voulez qu'ici je me prononce,
5 Deux partis dangereux se disputent l'État :
L'un pousse à la faiblesse, et l'autre à l'indulgence ;
Ceux-ci, les forcenés, ne rêvent que vengeance ;
Les uns veulent fonder, noblesse pire encor,
La noblesse bourgeoise et le règne de l'or ;
10 Les autres, appelant le pillage à leur aide,
Lâchent les indigents sur celui qui possède.
C'est le vice ou l'excès.—Eh bien ! je ne suis pas
Du parti des Verrès, ni des Catilinas.

PONSARD, *Charlotte Corday*.

1. *haut* (l. 2). Parse.
2. *puisque* (l. 4). Distinguish from *tandis que*.
3. *vengeance* (l. 7). Why no article ?
4. *pire* (l. 8). Give the positive form.
5. Give the first sing. impf. indic. of *ménage*, *prononce*, the pres. subj. plur. in full of *appelant*, the first sing. fut. of *possède*.
6. Explain the allusion in *Verrès*, *Catilinas*.

II.

Translate :

- (a) La tactique de Mlle Kolb fut innocemment déjouée par un gentil mouvement de Mme Marchal. Aussitôt revenue à Strasbourg, la jeune femme courut tout droit chez son amie, la surprit en
5 déshabillé du matin et lui sauta au cou du premier bond. Cela se fit si lestement qu'Adda n'arriva point à la parade, elle se trouva bel et bien embrassée sans pouvoir comprendre comment; mais, lorsqu'elle eut essuyé le feu, elle se retrancha dans
10 une indifférence si hargneuse que la bonne Claire, interdite, désarçonnée, ne lui dit pas le demi-quart de ce qu'elle pensait lui conter. Elle revint à la maison toute confuse et toute froissée, sans même avoir tiré de sa poche les petits présents qu'elle
15 rapportait pour Adda, et elle conta l'aventure au docteur en pleurant toutes les larmes de ses yeux.

ABOUT, *La Fille du Chanoine*.

- (b) M. de Subressac était très-vieux à soixante-quinze ans. Malheureusement pour sa vieillesse,
20 il avait oublié de se marier à temps, et il s'était condamné à la solitude, cette froide compagne des vieux garçons. Relégué à un quatrième étage avec six mille livres de rentes viagères, entre un valet de chambre et une cuisinière qui le servaient
25 par habitude, il haïssait le logis et vivait dehors. Tous les jours, après déjeuner, il faisait sa toilette avec la coquetterie minutieuse d'une femme qui prend de l'âge. On a prétendu qu'il mettait du rouge, mais le fait ne paraît pas bien avéré. Une fois habillé, il faisait à petits pas cinq ou six visites,
30 bien reçu partout, et invité à dîner sept fois par semaine. Grâce aux bons sentiments qu'il avait semés sur sa route, il était aussi heureux qu'on peut l'être à soixante-quinze ans, lorsqu'on est forcé d'aller chercher le bonheur hors de chez soi.

35 ABOUT, *La Mère de la Marquise*.

1. *innocemment* (l. 1). How is this adv. formed? Form an adverb from *gentil* (l. 2).

2. *bel et bien* (l. 7). Parse *bel*.

3. *pensait lui conter* (l. 12). Distinguish *penser à* with a following infin. from *penser* without prep. with a following infin.

4. *toute confuse* (l. 13). Turn into the masc. plur.
5. *des vieux garçons* (l. 22). Give the corresponding feminine.
6. *haïssait* (l. 25). Write the pres. indic. in full.
7. Give the principal parts of any five irregular verbs in the extracts.

III.

Translate :

DELM. Approchez, vous autres, et écoutez bien
 .. Il me faut du monde, des amis dévoués.. et il
 m'en faut beaucoup.. enfin, comme s'il s'agissait
 d'une première représentation.

- 5 JOHN. Je comprends, monsieur, on fera comme
 la dernière fois.

- DELM. C'est bien.. ce sera enlevé!.. quatre
 de vos gens iront à dix minutes de distance, chez
 monsieur Derbois, conseiller, rue de Harlay; ils
 10 monteront, ils sonneront fort.. ils demanderont si
 on n'a pas vu monsieur le docteur Rémy. Ils
 ajouteront qu'on le cherche dans tout le quartier,
 qu'il doit y être, qu'il faut qu'on le trouve.. attendu
 qu'il est demandé par un ministre, par un prince
 15 et par un banquier.

JOHN. Oui, monsieur.

- DELM. Pendant ce temps, les autres courent
 les galeries du Palais-Royal, entreront chez tous
 les libraires, et achèteront tous les exemplaires
 20 qu'ils pourront trouver d'un *Traité sur le Croup*
par le docteur Rémy. Comprends-tu bien?

JOHN. Oui, monsieur.

- DELM. Surtout ne va pas te tromper et en
 acheter un autre!.. quelque confrère dont on en
 25 lèverait l'édition!

JOHN. Soyez tranquille.

- DELM. Tous les exemplaires, à quelque prix
 que ce soit, quand les derniers devraient coûter
 20 francs! tenez, prenez, voilà de l'argent; et s'il
 30 en faut encore, n'épargnez rien.

SCRIBE, *Le Charlatanisme*.

1. *qu'il doit y être* (l. 13). Translate: *Vous avez dû y être; il aurait dû y être; il devrait y être.*
2. *pourront* (l. 20). Why future?
3. Discuss the appropriateness of *Le Charlatanisme* as a title for this play.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

SECOND YEAR.

FRENCH.

Examiner: W. H. FRASER, B.A.

I.

1. Make a table of the demonstrative pronouns, giving the English equivalents, and translate into French:

- (a) Those who laugh will weep.
- (b) My pens and my brother's.
- (c) These are our pens.
- (d) That is why I came.
- (e) I say no more; that is enough.

2. Translate into French:

- (a) Have you any good sugar for sale?
- (b) They have no more money.
- (c) Silk dresses and gold watches are not always necessary.
- (d) Horses are animals which are useful to men.
- (e) Does that young lady know Greek.

3. Translate into French:

- (a) He could not carry that sack yesterday.
- (b) He could not carry it to-day, if he tried.
- (c) May I go now?
- (d) You might have gone an hour ago.
- (e) She can sing and dance.

4. Translate the following, giving your reason for the agreement or non-agreement of the past participle in each case :

- (a) They (*f.*) have written to each other.
- (b) They (*f.*) have bought themselves dresses.
- (c) Here are the dresses which they (*f.*) have bought themselves.
- (d) She was seized by a thief.
- (e) What pens have you had ?

5. Translate into French :

(a) Let us eat ; (b) We shall see ; (c) I shall call the servant ; (d) I shall send you your books ; (e) I hate him ; (f) What will become of them ? (g) Drink this ; (h) That is disappearing ; (i) I fear he will come ; (j) Do not contradict me ; (k) She was born in 1857 ; (l) They are taking my books ; (m) We were laughing ; (n) Let us conquer ; (o) They have sat down ; (p) It will rain to-morrow.

II.

Translate :

Pourtant Cromwell mourut triste. Triste, non seulement de mourir, mais aussi, et surtout, de mourir sans avoir atteint son véritable et dernier but. Quel que fût son égoïsme, il avait l'âme trop grande pour que la plus haute fortune, mais purement personnelle et éphémère, comme lui-même ici-bas, suffît à le satisfaire. Las des ruines qu'il avait faites, il avait à cœur de rendre à son pays un gouvernement régulier et stable, le seul gouvernement qui lui convînt, la monarchie avec le Parlement. Et en même temps ambitieux au delà du tombeau, par cette soif de la durée qui est le sceau de la grandeur, il aspirait à laisser son nom et sa race en possession de l'empire dans l'avenir. Il échoua dans l'un et l'autre dessein : ses attentats lui avaient créé des obstacles que ni son prudent génie ni sa persévérante volonté ne purent surmonter ; et comblé, pour son propre compte, de pouvoir et de gloire, il mourut déçu dans ses plus intimes espérances, ne laissant après lui, pour lui succéder, que les deux ennemis qu'il avait ardemment combattus, l'anarchie et les Stuarts.

QUIZOT.

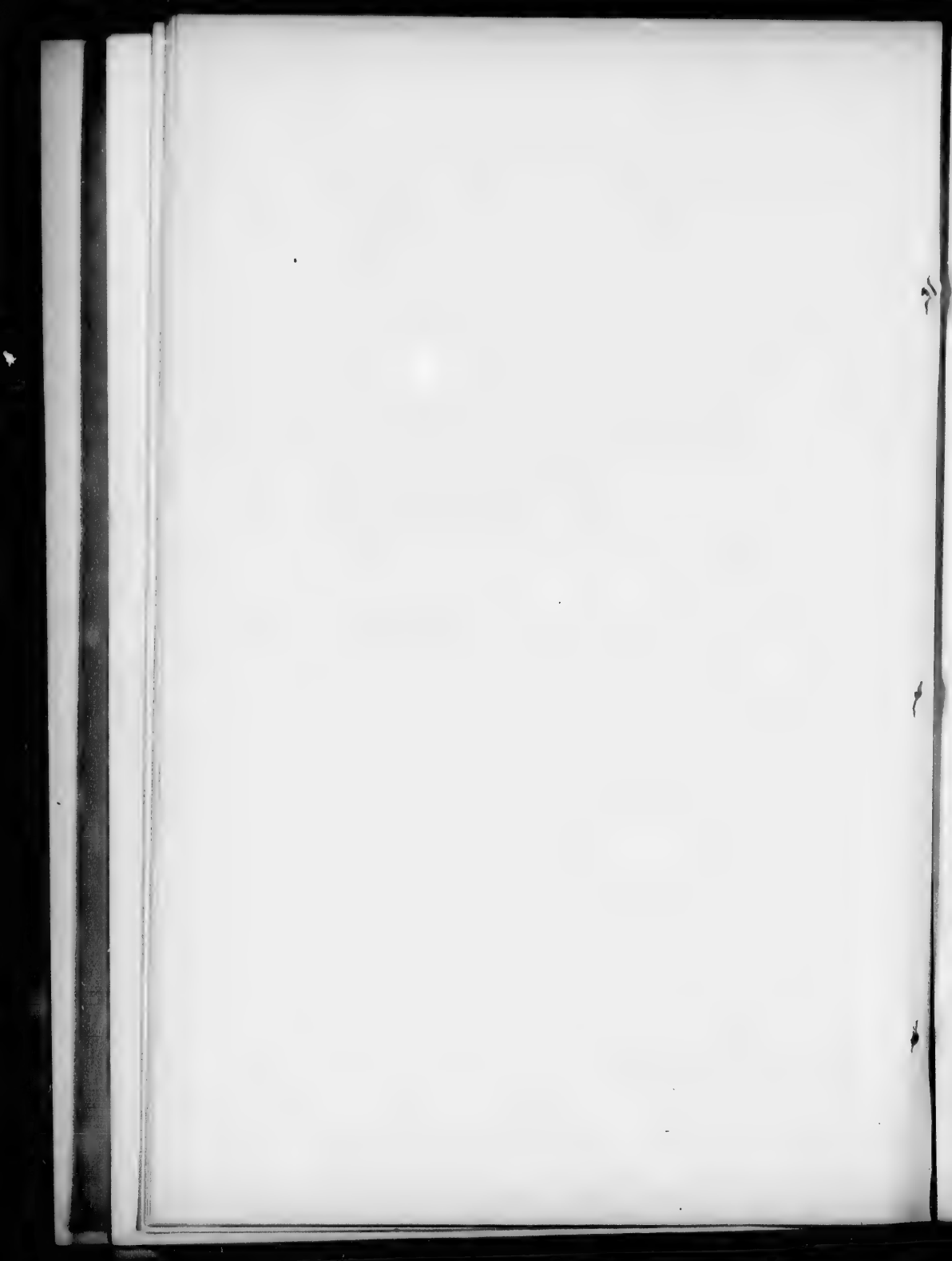
III.

Translate into French :

A wolf was about to die, and was thinking of his long and wicked life. "I have done wrong sometimes," said he, "but there are many people in the world who are worse than I am. I have often rendered important services to others. One day I recollect (*se souvenir*) that a poor little lamb passed by my house. I wished (*avoir envie*) very much to kill it and eat it, but I had pity on its weakness. Precisely at that moment I heard the insulting words of a sheep (*brebis*). I had nothing to fear, for the dogs were sleeping peacefully." "I can bear witness to (*attester*) all the facts which you have related," said a fox who was present and who was caring for (*soigner*) him in his last illness, "for it was at the time when you came very near (*manquer de*) being strangled (*étrangler*) by that bone from which the crane (*grue*) had the kindness to deliver you."

IV.

DICTION—TO BE GIVEN AT TWELVE O'CLOCK.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

SECOND YEAR.

GERMAN AUTHORS.

Examiner: W. H. VANDERMISSEN, M.A.

. Candidates for Honors in other subjects than Modern Languages are required to take any three of the first four parts of this paper. Candidates for Honors in the Natural Sciences may take part V. instead of part IV. All candidates will take part VI. Other candidates will take parts I., II., III., IV. and VI.

I.

Translate:

Ich sage dir, es liegt in deiner Hand.
Des Königs aufgebrachter Sinn allein
Bereitet diesen Fremden bittern Tod.
Das Heer entwöhnte längst vom harten Opfer
Und von dem blut'gen Dienste sein Gemüth.
Ja, mancher, den ein widriges Geschick
An fremdes Ufer trug, empfand es selbst,
Wie göttergleich dem armen Irrenden,
Umhergetrieben an der fremden Grenze,
Ein freundlich Menschenangesicht begegnet.
O, wende nicht von uns, was du vermagst!
Du endest leicht, was du begonnen hast:
Denn nirgends baut die Milde, die herab
In menschlicher Gestalt vom Himmel kommt,
Ein Reich sich schneller, als wo trüb und wild
Ein neues Volk, voll Leben, Muth und Kraft,
Sich selbst und banger Ahnung überlassen,
Des Menschenlebens schwere Bürden trägt.

GOETHE, *Iphigenie auf Tauris.*

II.

Translate :

Es war ein Kind, das wollte nie
Zur Kirche sich bequemen,
Und Sonntags fand es stets ein Wie,
Den Weg in's Feld zu nehmen.

Die Mutter sprach : Die Glocke tönt,
Und so ist dir's befohlen ;
Und hast du dich nicht hingewöhnt,
Sie kommt und wird dich holen.

Das Kind, es denkt: die Glocke hängt
Da droben auf dem Stuhle.
Schon hat's den Weg in's Feld gelenkt,
Als lief 'es aus der Schule.

Die Glocke Glocke tönt nicht mehr,
Die Mutter hat gefackelt.
Doch welch ein Schrecken ! hinterher
Die Glocke kommt gewackelt.

Sie wackelt schnell, man glaubt es kaum ;
Das arme Kind im Schrecken,
Es läuft, es kommt, als wie im Traum ;
Die Glocke wird es decken.

Doch nimmt es richtig seinen Huch,
Und mit gewandter Schnelle
Eilt es durch Anger, Feld und Busch
Zur Kirche, zur Kapelle.

Und jeden Sonn- und Feiertag
Gedenkt es an den Schaden,
Läsz durch den ersten Glockenschlag,
Nicht in Person sich laden.

GOETHE, *Die Wandelnde Glocke.*

III.

Translate :

Ist der holde Lenz erschienen ?
Hat die Erde sich verjüngt ?
Die besonnten Hügel grünen,
Und des Eises Rinde springt.
Aus der Ströme blauem Spiegel
Lacht der unbewölkte Zeus,
Milder wehen Zephyrs Flügel,
Augen treibt das junge Reis,

In dem Hain erwachen Lieder,
Und die Oreade spricht :
Deine Blumen kehren wieder,
Deine Tochter kehret nicht.

Ach wie lang ist's, dasz ich walle
Suchend durch der Erde Flur !
Titan, deine Strahlen alle
Sandt' ich nach der theuren Spur ;
Keiner hat mir noch verkündet
Von dem lieben Angesicht,
Und der Tag, der alles findet,
Die Verlorne fand er nicht.
Hast du, Zeus, sie mir entrissen ?
Hat, von ihrem Reiz gerührt,
Zu des Orkus schwarzen Flüssen
Pluto sie hinabgeführt ?

Wer wird nach dem düstern Strande
Meines Grames Bote sein ?
Ewig stöszt der Kahn vom Lande,
Doch nur Schatten nimmt er ein,
Jedem sel'gen Aug' verschlossen
Bleibt das nächtliche Gefild,
Und so lang der Styx geflossen,
Trug er kein lebendig Bild.
Nieder führen tausend Steige,
Keiner führt zum Tag zurück ;
Ihre Thränen bringt kein Zeuge
Vor der bangen Mutter Blick.

SCHILLER, *Klage der Ceres.*

IV.

Translate :

Haben Sie eine Zoonomie, die Hofrat Brandis herausgegeben, gelesen ? Ihre Schrift über die Metamorphose ist darin mit groszer Achtung behandelt. Aber lächerlich ist's, dasz, weil Ihr Name vor dem Buche steht und Sie Romane und Trauerspiele geschrieben, man schlechterdings auch daran erinnert werden musz. " Ein neuer Beweis," meint der Freund, bei dieser Gelegenheit, " wie günstig der Dichtergeist auch für wissenschaftliche Wahrheit sei." Auf Ihre baldige Hieherkunft freue ich mich nicht wenig. Wir wollen wieder einmal alles recht durch einander bewegen. Sie

bringen wohl Ihren jetzigen "Strickstrumpf," den Roman auch mit? Und dann soll es auch heißen: nulla dies sine epigrammate.

SCHILLER'S BRIEFE.

V.

(a) Translate into English:

Die Wärmeerscheinungen haben ihren Grund in einem Bewegungszustand der kleinsten Körpertheilchen. Alle Körper werden (mit wenigen Ausnahmen) durch die Wärme ausgedehnt.

Gay-Lussac fand, dass alle Gase durch die Wärme gleich stark ausgedehnt werden. Um die Temperatur eines Kilogramms Wasser um 1° C. zu erhöhen, muss demselben eine gewisse Wärmemenge zugeführt werden, welche man *Wärmeeinheit* oder *Calorie* nennt. Der Uebergang aus dem flüssigen in den luftförmigen Aggregatzustand heißt *Verdampfung*. Findet dieselbe allmählig an der Oberfläche der Flüssigkeit statt, so heißt sie *Verdunstung*.

HODGE.

(b) Translate into German:

Liquids expand more than solids for the same increment of temperature. Liquids expand more rapidly at a high than at a low temperature. The point at which ebullition begins is called the *boiling-point*. Sometimes the solid passes at once into a gas upon being [*wenn*] heated, without assuming the intermediate state [*Zwischenzustand*] of liquidity. This is called sublimation. Heat is distributed by conduction and radiation.

Ibid.

VI.

1. Give an outline of Schiller's life after his arrival at Weimar, mentioning his works composed during this period.
2. Sketch one drama of Schiller's, and one of Goethe's, not including the "Iphigenie."
3. Give some account of Goethe's position at Weimar.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

SECOND AND THIRD YEARS.

GERMAN GRAMMAR AND COMPOSITION.

Examiner : G. H. NEEDLER, B.A., PH.D.

I.

1. Explain fully, with examples, the difference in use between verbs with separable and those with inseparable prefixes.

2. Decline (sing. and plur.) *das schwarze Pferd*, *e'n grosser Hund*, *kleine Katze*.

3. Write out the corresponding Imperf. Indic., Perfect Indic., and Future Indic. of *Ich kann gehen*, *Er muss es thun*, *Wir wollen nicht essen*.

II.

(a) Translate into German *eight* of the following sentences :

1. The boy is now lying in bed ; he has hurt (*verletzen*) his foot. 2. How far is it from here to Hamilton ? 3. If you had been at home you would have come, would you not ? 4. A few days ago, when my brother was in the city, he visited the exhibition (*Ausstellung*). 5. He will return in a short time, but I don't know exactly when. 6. What is the name of this street ? It is University street. 7. The student is very fond of translating from English into German. 8. Whose book is that lying in the table ? It belongs to the teacher. 9. Perhaps we shall have to change our residence, but I would rather stay where we are at present. 10. Buying a fish is often easier than catching one.

(b) The poets all write as if they were sick, and the whole world a hospital. They all talk of the sufferings and the misery of the earth, and of the joys of heaven, and discontented as they all are, one drives the other into still greater discontent. That is truly a misuse of poetry, which is really given to us in order to smooth over (*ausgleichen*) the little troubles of life, and make man contented with the world and his lot. But the present generation is afraid of all genuine power, and only in the presence of weakness can it share agreeably the feelings of the poet.

III.

Translate :

(a) Er war zwar bald und fest eingeschlafen; doch der neue Inhalt, die Schatzvermehrung seiner Gedanken weckte ihn vor Tagesanbruch, wie wenn es ein lebendiges Wesen ausser ihm wäre, das freundlich seine Schulter berührte. Er musste sich lange besinnen, wo er sei, und erst als er das von der Morgendämmerung erhellte Viereck des grossen Fensters aufmerksam betrachtete, kam er seinen gestrigen Erlebnissen auf die Spur. Es wurde ihm beinahe feierlich angenehm zu Mute, und indem er in diesem Gefühle so hindämmerte, entschlief er wieder und erwachte erst, als das schöne Landgebiet, in das er hinausschaute, schon im vollen Sonnenscheine lag und der Flusz weithin schimmerte. In den Platanen war groszes Vogelconcert, eine Schar dieser musikanten flatterte und sass an den Marmorschalen des Brunnens, in dessen Nähe ein Tisch zum Frühstücke gedeckt war.

GOTTFRIED KELLER.

(b) Von Heimatflur und Vaterhaus
Früh zog ich in die Welt hinaus,
Um spät, nach langen Wanderjahren
Geklärten blickes zu erfahren,
Dass alles Gröszte was ich sah,
Mir schon daheim war immer nah;
Denn rings um diese Erdenwelt
Wölbt sich das blaue Himmelszelt
Für unsern Blick in gleicher Ferne,
Im Glanz der Sonne wie der Sterne.

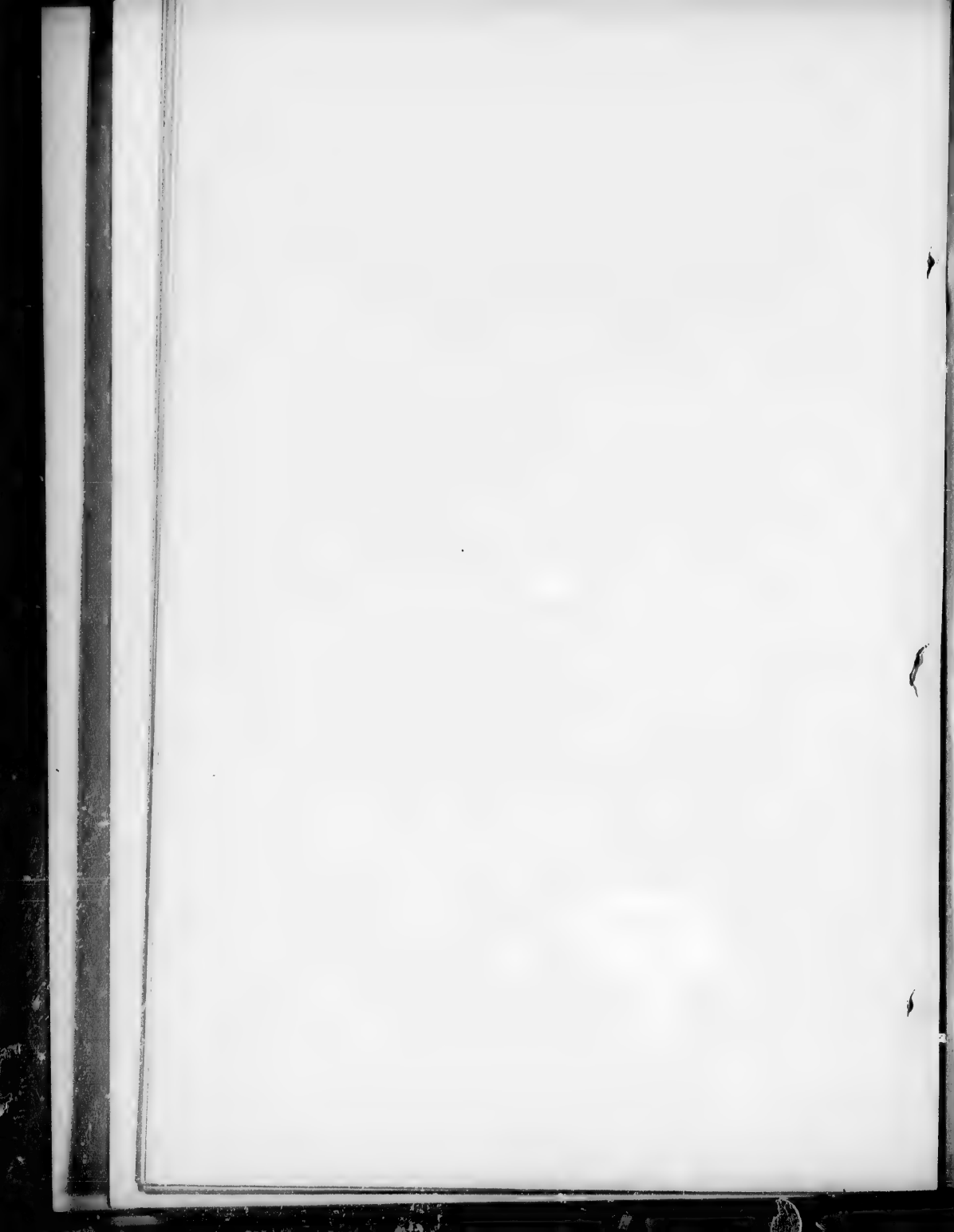
Und Quellen springen uns zu Füßen,
 Uns aus der Unterwelt zu grüßen,
 In deren Tiefen, wie in Särgen,
 Sich alte Weltbrandsgluten bergen,
 Die einst lebendig dort begraben,
 Noch immer Leben in sich haben,
 Das drangvoll aus der finstern Gruft
 Aufstrebt nach Himmelslicht und Luft,
 Und Himmelslicht und Luft und Wasser
 Des Lebens Quellen und Erhalter,
 Sind aller Körperwelt Umfasser,
 Und kennen weder Zeit noch Alter.

FR. BODENSTEDT.

*IV.

1. Give an account of Schiller's career previous to his friendship with Goethe.
2. To what extent did Goethe and Schiller influence each other in their literary work?
3. Write notes on Gottsched and Bodmer.

* Of IV. Nos. 1 and 2 are for Second Year, Nos. 2 and 3 for Third Year.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

SECOND YEAR.

HISTORY.

Examiner : H. H. DEWART.

1. Under what circumstances did England lose the Duchy of Normandy? What were the effects of the loss of this possession?

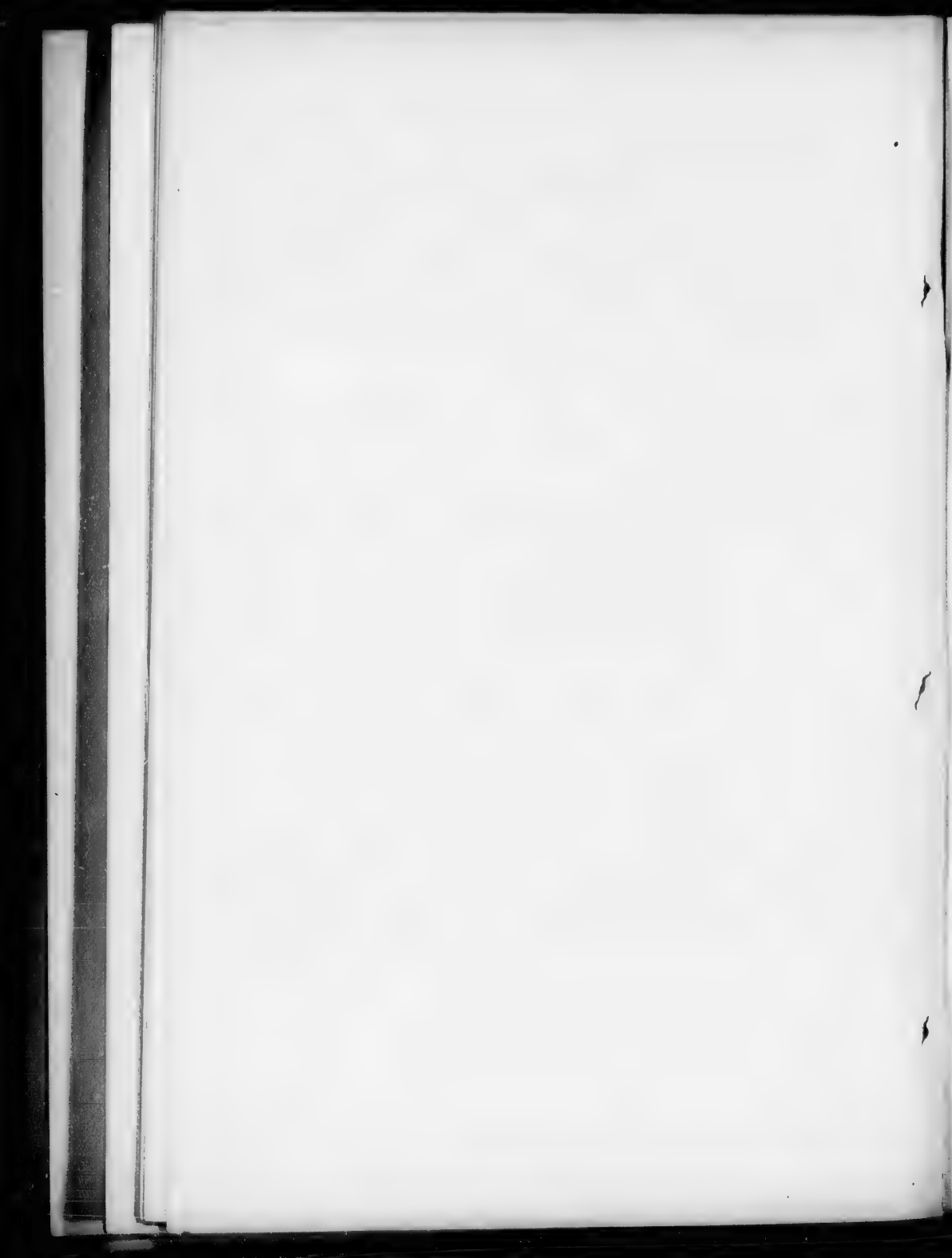
2. Point out the position of the Saxon polity immediately before the Norman Conquest, and discuss the statement that "the catastrophe of the Norman Conquest was the averter of greater evils even to the Saxons themselves than those which it inflicted."

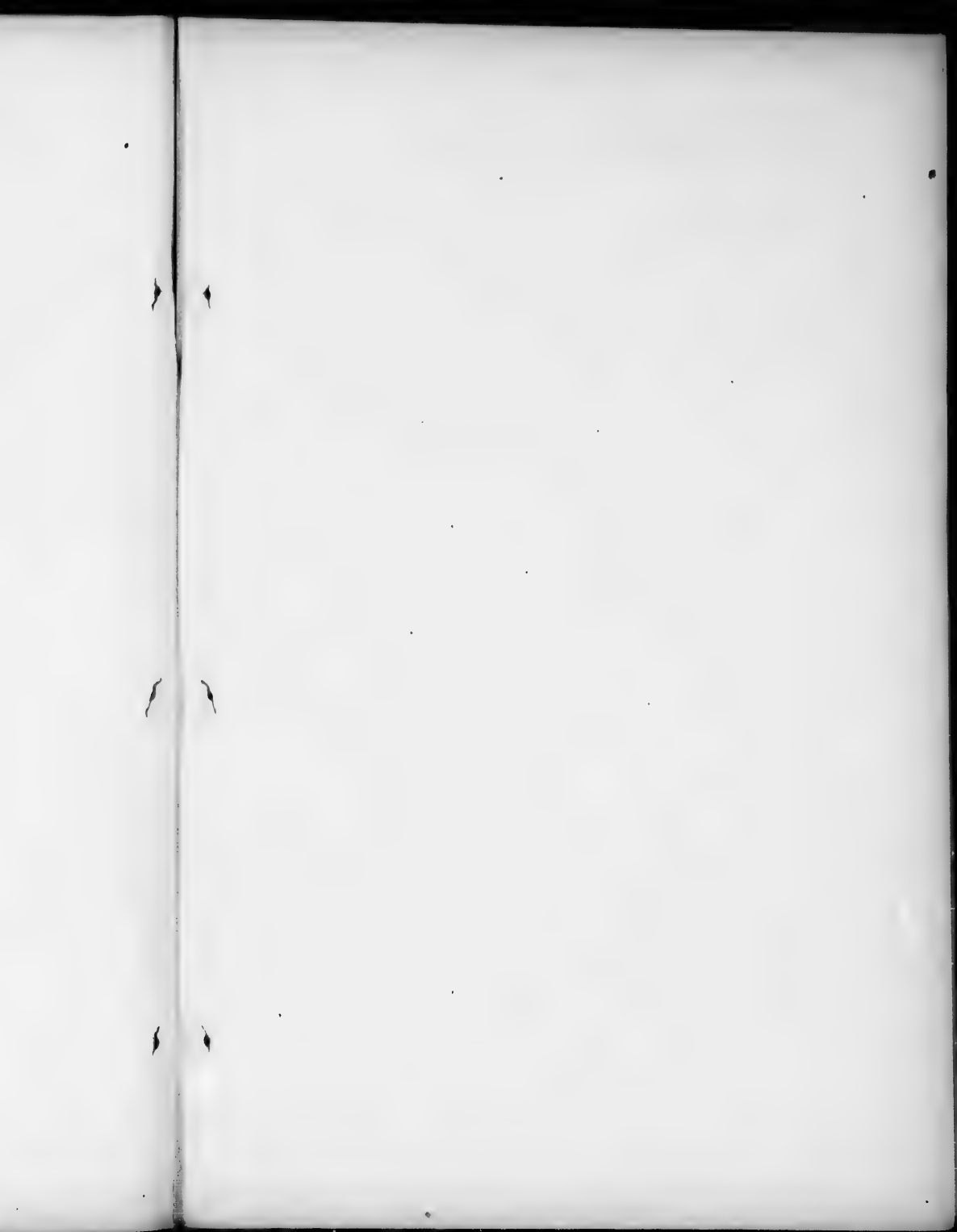
3. Trace the rise of the Feudal system upon the continent, and discuss to what extent Feudalism as developed in England differed from the continental system.

4. Describe the rise and early development of Parliamentary Government in England.

5. Write full explanatory notes upon *Lombard League*, *Salic Law*, *Seventh Crusade*, *Golden Bull*, and *The Moors of Spain*.

6. Contrast the mediæval *free-towns* of Italy with the free cities of Germany, outlining clearly the constitution of the latter at the close of the 14th Century.





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SUPPLEMENTAL EXAMINATIONS: 1891.

SECOND YEAR.

LOGIC.

Examiner: J. MARK BALDWIN, M.A., PH.D.

1. Criticize the following:

(1) Definitions:

(a) A plant is an organism having roots, branches, leaves, flowers, fruits, &c.

(b) An equilateral triangle is a three-sided figure having all its angles and sides respectively equal to each other.

(c) Diamond is a kind of carbon.

(2) Logical Divisions:

(a) Flowers into petals, sepals, stamens, and pistils.

(b) A piece of chalk into whiteness, extension, solidity, and weight.

2. Explain and illustrate the distinction between real and verbal propositions.

3. Show that if O be a premiss, the middle term holds a like position in both premisses.

4. Given a syllogism will the combination of the conclusion with either premiss ever give the other premiss for conclusion?

5. Examine the following arguments, throwing them into syllogistic form, and naming any fallacies that occur:

(a) Books are both instructive and amusing ;
Mill's Logic is a book ; therefore Mill's Logic is both
instructive and amusing.

(b) What happens every day is not improb-
able ; some improbable things happen every day ; there-
fore some improbable things are probable.

(c) "Simon being miserable is an evil-doer,
as happiness springs from well-doing."

(d) No man is free who is enslaved by his
appetites. Freedom is essential to responsibility. A
drunkard, then, is not responsible, for he is enslaved
by his appetites.

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SUPPLEMENTAL EXAMINATIONS : 1891.

SECOND YEAR.

PSYCHOLOGY.

Examiner: J. MCD. DUNCAN, B.A.

1. (a) Define the province of Psychology; (b) Discuss the various methods of becoming acquainted with the phenomena of mind.

2. State accurately the relation between perception and sensation.

4. "We are never conscious at all without experiencing transition or change."—*Bain*.

Is this statement true? Give reasons for your answer.

4. Give a philosophical account of external reality.

5. Define Emotion.

6. Give a theory of the Aesthetic Emotions.

7. What principles govern the expression of the emotions?

8. How is the control of the will over the emotions exercised?



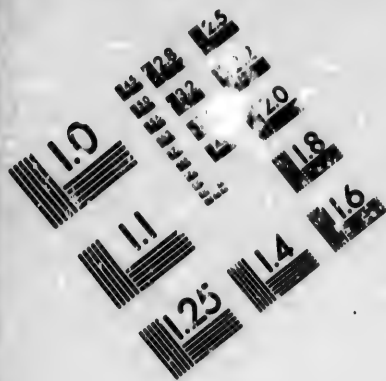
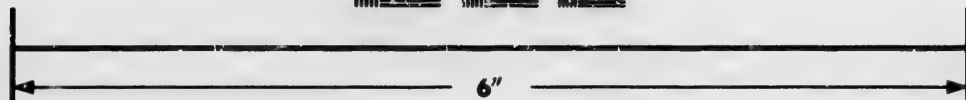
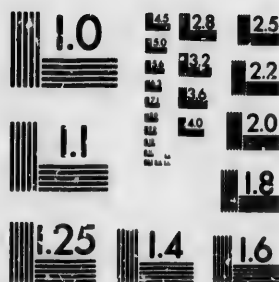


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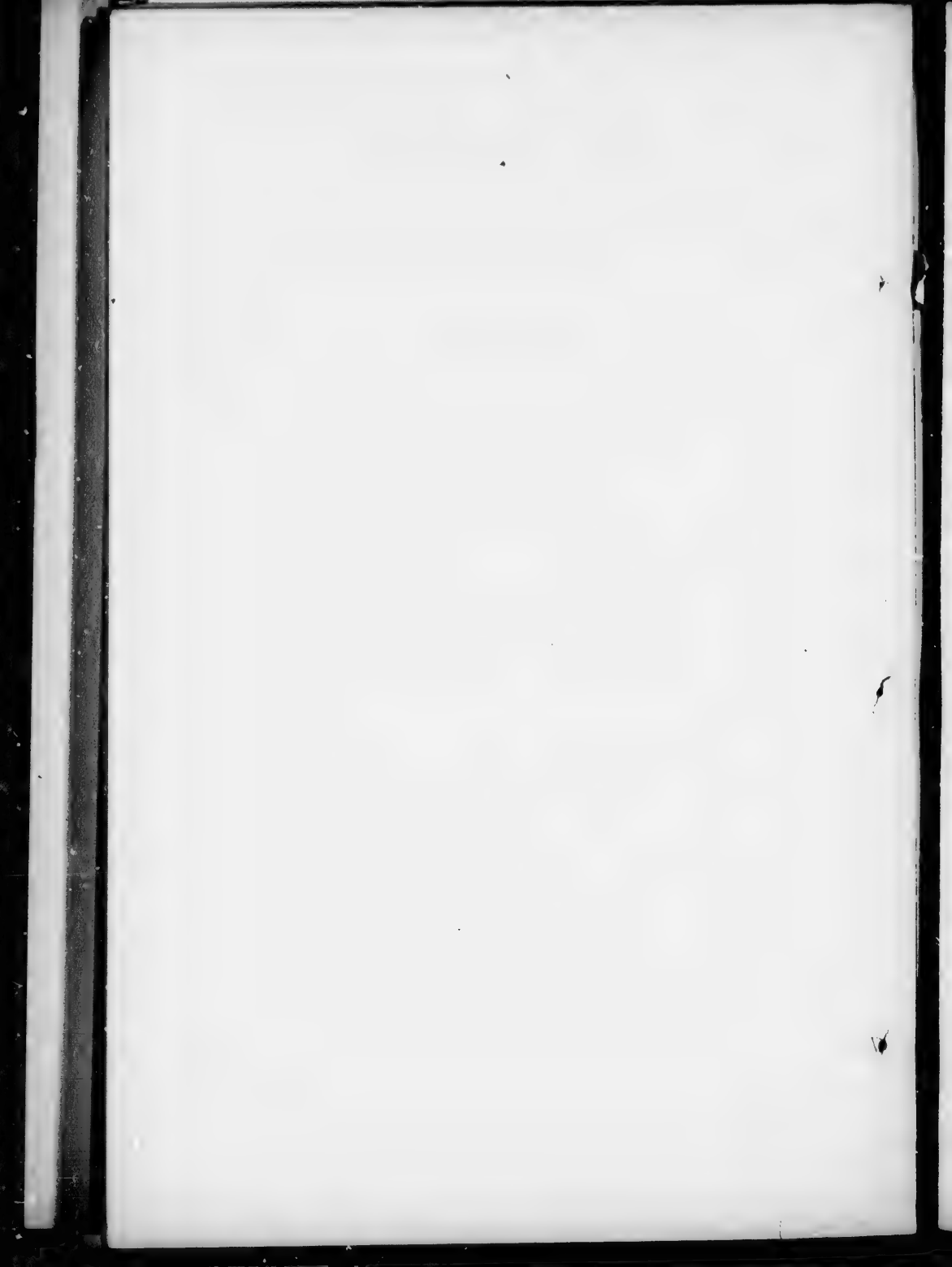


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University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

SECOND YEAR.

HISTORY OF THE ENGLISH LANGUAGE.

Examiner : H. H. DEWART, B.A.

1. "English is a composite language." Enumerate chronologically the various elements to which the English language is indebted, discussing the extent and character of the influence of each.

2. Give some account of the *Brut*, *Robert of Gloucester's Chronicle*, and *Piers Plowman*, pointing out the dialectic character and value of each.

3. "Our language is French in spirit, although the words are derivately Saxon." Explain fully, giving as many examples as you can to show what is meant.

4. Trace the Scottish dialect of Burns back to its earliest English original, illustrating by examples and accounting for the main divergences from modern English forms.

5. Estimate as accurately as you can the full effect of the Norman Conquest upon the Grammar of the English language.

6. To what extent were the phonetic changes in the English language dependent upon inflexional changes ? Illustrate by reference especially the inflexions of *gender* and *case*.



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SUPPLEMENTAL EXAMINATIONS: 1891.

SECOND YEAR.

ORIENTALS.

Examiner: J. F. McCurdy.

1. Translate into English:

וַתֹּאמֶר לֹה חַמּוּתָהּ אֵיפֹה לִקְטֹף הַיּוֹם וְאָנָּה עֲשִׂיתָ יְהִי
מִכִּירָךְ בְּרוּךְ וְתִקְדַּח לַחַמּוּתָהּ אֶת אֲשֶׁר עָשָׂתָה עִמּוֹ
וַתֹּאמֶר שֵׁם הָאִישׁ אֲשֶׁר עָשִׂיתִי עִמּוֹ הַיּוֹם בְּעֵז:
(Ruth ii. 19.)

2. Parse the words marked *.

3. Inflect לָקַט in the Piel Imperfect, and נָבַד in the Hiphil Perfect.

4. Translate:

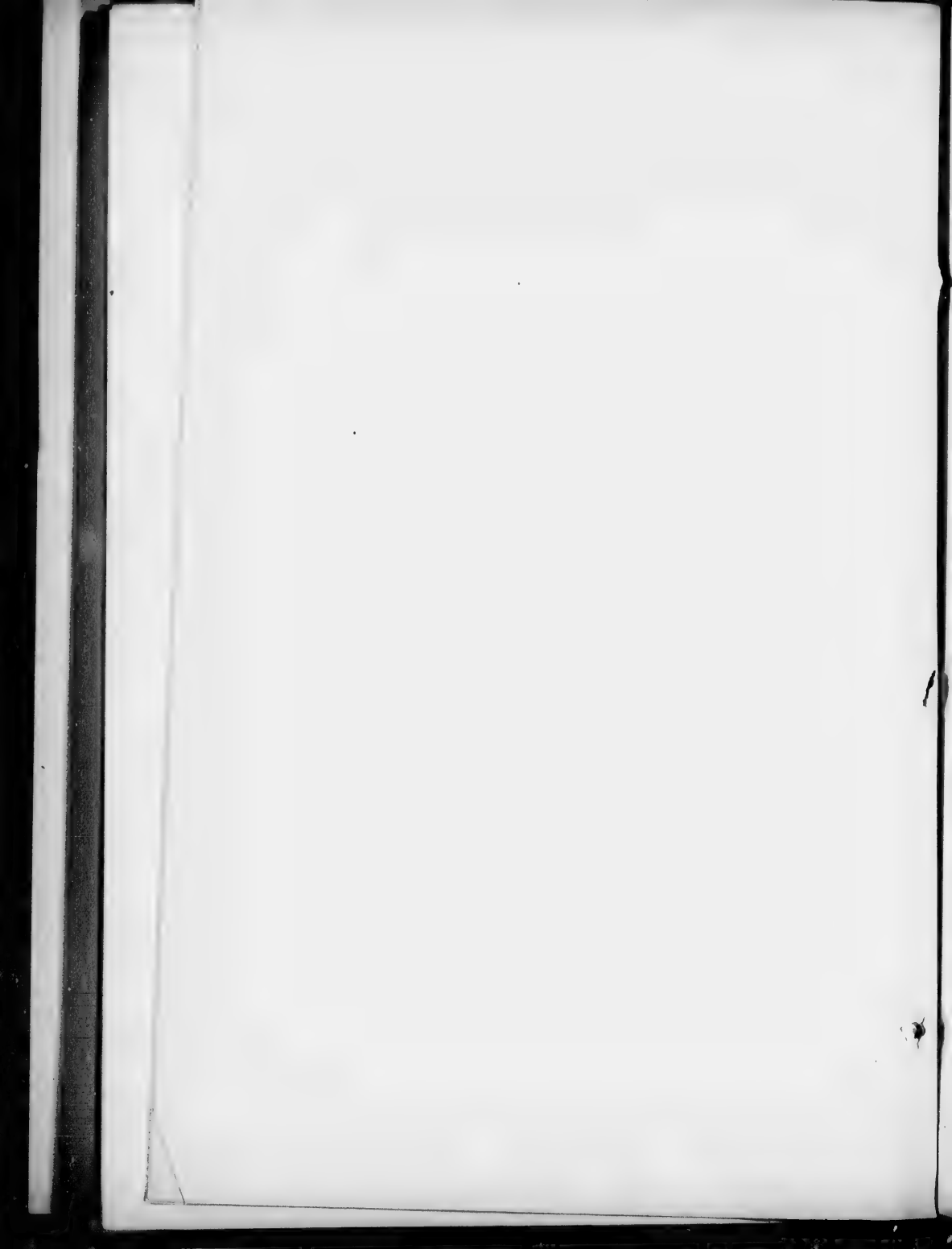
וַהֲיָה יַחֲוֶה עִמּוֹ בְּכָל אֲשֶׁר יֵצֵא וְשָׁכִיל וַיִּמְרֹד בְּמִלְחָה
אֲשׁוּר וְלֹא עָבְדוּ: הוּא הִכָּה אֶת פְּלִשְׁתִּים עַד עֲזָה וְאֵת
גְּבוּלֶיהָ מִמִּקְדָּל כּוֹצָרִים עַד עִיר מִבְּצָר:
(2 Kings xviii. 7, 8.)

5. Explain the use of the tenses in v. 7. How do we come to call עֲזָה "Gaza?" What two kings are referred to in v. 7?

1. Translate :

וְהָיָה בְּאַחֲרֵי הַיָּמִים לְכֹן יִהְיֶה הָרַ בֵּית יְהוּדָה בְּרֹאשׁ
הַהָרִים וְנָשָׂא מִבְּעוֹת וְנִהְרֹו אֵלֶיּוּ כָל הַגּוֹיִם : וְהָלְכָה
עַמִּים רַבִּים וְאָמְרוּ לָכֵי וְנִעְלָה אֵל הָרַ יְהוּדָה אֵל בֵּית
אֱלֹהֵי יַעֲקֹב וַיִּזְכְּנוּ מִדְּרָכָיו וְנִלְכְּחָה בְּאַחֲרֵיתוֹ כִּי מִצִּיּוֹן
תֵּצֵא תוֹרָה וְדָבַר יְהוּדָה מִירוּשָׁלַם : (Isaiah ii. 2, 3.)

7. Parse the words marked *.



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SUPPLEMENTAL EXAMINATIONS: 1891.

THIRD YEAR.

GREEK AUTHORS.

Examiner: MAURICE HUTTON, M.A.

No Candidate will pass on this paper who omits the questions on syntax: in parsing aorists distinguish always between first and second: in parsing verbs explain always the reason for the mood used.

Candidates are warned against confining their attention to either of the two authors prescribed.

XENOPHON, MEMORABILIA, II., III., IV.

1. Translate carefully:

- (a) Καὶ Πρόδικος δὲ ὁ σοφὸς ἐν τῷ συγγράμματι τῷ περὶ τοῦ Ἡρακλέους ὅπερ δὴ καὶ πλείστοις ἐπιδείκνυται, ὡσαύτως περὶ τῆς ἀρετῆς ἀποφαίνεται, ὡδὲ πως λέγων, ὅσα ἐγὼ μέμνημαι· φησὶ γάρ Ἡρακλέα, ἐπεὶ ἐκ παίδων εἰς ἡβην ὠρμάτο, ἐν ᾗ οἱ νέοι ἤδη αὐτοκράτορες γιγνόμενοι δηλοῦσιν, εἴτε τὴν δι' ἀρετῆς ὁδὸν τρέφονται ἐπὶ τὸν βίον, εἴτε τὴν διὰ κακίας, ἐξελθόντα εἰς ἡσυχίαν καθῆσθαι, ἀποροῦντα ὁποτέραν τῶν ὁδῶν τράπηται· καὶ φανῆναι αὐτῷ δύο γυναῖκας προΐεναι μεγάλας, τὴν μὲν ἑτέραν εὐπρεπῆ τε ἰδεῖν καὶ ἐλευθέριον, φύσει κεκοσμημένην τὸ μὲν σῶμα καθαρότητι, τὰ δὲ ὄμματα αἰδοῖ, τὸ δὲ σχῆμα σωφροσύνη, ἐσθῆτι δὲ λευκῇ· τὴν δ' ἑτέραν τεθραμμένην μὲν εἰς πολυσαρκίαν τε καὶ ἀπαλότητα, κεκαλλωπιμένην δὲ τὸ μὲν χρῶμα, ὥστε λευκότεραν τε καὶ ἐρυθροτέραν τοῦ ὄντος δοκεῖν φαίνεσθαι, τὸ δὲ σχῆμα ὥστε δοκεῖν ὀρθότεραν τῆς φύσεως εἶναι, τὰ δὲ ὄμματα ἔχειν ἀναπεπταμένα, ἐσθῆτα δὲ, ἐξ ἧς ἂν μάλιστα ὥρα διαλάμποι.

- (h) "Δοκεῖ δέ σοι μάθησις καὶ ἐπιστήμη τοῦ δικαίου εἶναι, ὥσπερ τῶν γραμμάτων," "Εμοιγε." "Πότερον δὲ γραμματικώτερον κρίνεις, ὃς ἂν ἐκὼν μὴ ὀρθῶς γράφῃ καὶ ἀναγινώσκῃ, ἢ ὃς ἂν ἄκων;" "Ὅς ἂν ἐκὼν, ἔγωγε· δύναιτο γὰρ ἂν, ὅποτε βούλοιτο, καὶ ὀρθῶς αὐτὰ ποιεῖν." "Οὐκοῦν ὁ μὲν ἐκὼν μὴ ὀρθῶς γράφων γραμματικὸς ἂν εἴη, ὁ δὲ ἄκων ἀγράμματος;" "Πῶς γὰρ οὐ;" "Τὰ δίκαια δὲ πότερον ὁ ἐκὼν ψευδόμενος καὶ ἐξαπατῶν οἶδεν, ἢ ὁ ἄκων;" "Δήλον ὅτι ὁ ἐκὼν." "Οὐκοῦν γραμματικώτερον μὲν τὸν ἐπιστάμενον γράμματα τοῦ μὴ ἐπισταμένου φῆς εἶναι;" "Ναί." "Δικαιώτερον δὲ τὸν ἐπιστάμενον τὰ δίκαια τοῦ μὴ ἐπισταμένου;" "Φαίνομαι· δοκῶ δέ μοι καὶ ταῦτα, οὐκ οἶδ' ὅπως, λέγειν." "Τί δὲ δὴ, ὃς ἂν βουλόμενος τὰ ληθῇ λέγειν, μηδέποτε τὰ αὐτὰ περὶ τῶν αὐτῶν λέγῃ, ἀλλ' ὁδόν τε φράζων τὴν αὐτὴν τοτὲ μὲν πρὸς ἑώ, τοτὲ δὲ πρὸς ἑσπέραν φράζῃ, καὶ λογισμὸν ἀποφαινόμενος τὸν αὐτὸν τοτὲ μὲν πλείω, τοτὲ δ' ἐλάττω ἀποφαίνεται, τί σοι δοκεῖ ὁ τοιοῦτος;" "Δῆλος, νῆ Δί, εἶναι ὅτι ἂν ᾤετο εἰδέναι οὐκ οἶδεν." "Οἶσθα δέ τινας ἀνδραποδῶδεις καλουμένους;" "Εγωγε." "Πότερον διὰ σοφίαν, ἢ δι' ἀμαθίαν;" "Δήλον ὅτι δι' ἀμαθίαν." "Ἄρ' οὖν διὰ τὴν τοῦ χαλκεύειν ἀμαθίαν τοῦ ὀνόματος τούτου τυγχάνουσιν;" "Οὐ δῆτα." "Ἄλλ' ἄρα διὰ τὴν τοῦ τεκταίνεσθαι;" "Οὐδὲ διὰ ταύτην." "Ἄλλα διὰ τὴν τοῦ σκυτεύειν;" "Οὐδὲ δι' ἐν τούτων," ἔφη, ἀλλὰ καὶ τούναντίον· οἱ γὰρ πλείστοι τῶν γε τὰ τοιαῦτα ἐπισταμένων ἀνδραποδῶδεις εἰσίν." "Ἄρ' οὖν τῶν τὰ καλὰ καὶ ἀγαθὰ καὶ δίκαια μὴ εἰδόντων τὸ ὄνομα τοῦτ' ἐστίν;" "Εμοιγε δοκεῖ," ἔφη.

ARISTOPHANES, CLOUDS.

- (c) ΣΤΡ. ὦ Γῆ τοῦ φθέγματος, ὡς ἱερὸν καὶ σεμνὸν καὶ τερατώδες.
 ΣΩ. αὐταὶ γάρ τοι μόναι εἰσι θεαί· τᾶλλα δὲ πάντ' ἐστὶ φλύαρος.
 ΣΤΡ. ὁ Ζεὺς δ' ἡμῖν, φέρε, πρὸς τῆς Γῆς, οὐλύμπιος οὐ θεός ἐστιν;
 ΣΩ. ποῖος Ζεὺς; οὐ μὴ ληρήσεις· οὐδ' ἔστι Ζεὺς.
 ΣΤΡ. τί λέγεις σύ;
 ἀλλὰ τίς ὕει; τουτὶ γὰρ ἔμοιγ' ἀπόφηναι πρῶτον ὑπάντων.
 ΣΩ. αὐταὶ δὴ πον· μεγάλοις δέ σ' ἐγὼ σημείοις αὐτὸ διδάξω.

φέρει, ποῦ γὰρ πώποτ' ἄνευ Νεφελῶν ῥοντ' ἤδη
τεθέασαι ;

καίτοι χρῆν αἰθρίας ὕειν αὐτόν, ταύτας δ' ὑπο-
δημεῖν.

ΣΤΡ. νῆ τὸν Ἀπόλλω, τοῦτό γέ τοι τῷ νυνὶ λόγῳ εὖ
προσέφυσας.

καίτοι πρότερον τὸν Δί' ἀληθῶς ᾤμην διὰ κο-
σκίνου ὕειν.

ἀλλ' ὅστις ὁ βροντῶν ἐστι φράσον· τοῦτό με
ποιεῖ τετρεμαίνειν.

ΣΩ. αὐται βροντῶσι κυλινδόμεναι. ΣΤΡ. τῷ τρό-
πῳ, ὃ πάντα σὺ τολμῶν ;

ΣΩ. ὅταν ἐμπλησθῶσ' ὕδατος πολλοῦ κίναγκασθῶσι
φέρεσθαι,

κατακρημνόμεναι πλήρεις ὄμβρου δι' ἀνάγκην,
εἴτα βαρεῖαι

εἰς ἀλλήλας ἐμπίπτουσαι ῥήγνυνται καὶ πατα-
γοῦσιν.

ΣΤΡ. ὁ δ' ἀναγκάζων ἐστὶ τίς αὐτάς, οὐχ ὁ Ζεὺς,
ὥστε φέρεσθαι ;

ΣΩ. ἥκιστ', ἀλλ' αἰθέριος δῖνος. ΣΤΡ. Δῖνος ;
τοῦτί μ' ἐλελήθει,

ὁ Ζεὺς οὐκ ὦν, ἀλλ' ἄντ' αὐτοῦ Δῖνος νυνὶ βα-
σιλεύων.

(ι) ΣΤΡ. καὶ μὴν ὅθεν γε πρῶτον ἡρξάμεσθα λοιδορεῖσθαι
ἐγὼ φράσω· περὶ γὰρ εἰσιτώμεθ', ὥσπερ ἴστε,
πρῶτον μὲν αὐτὸν τὴν λύραν λαβόντ' ἐγὼ κέ-
λευσα

ᾄσαι Σιμωνίδου μέλος, τὸν Κρίον, ὡς ἐπέχθη.
ὁ δ' εὐθέως ἀρχαῖον εἶν' ἔφασκε τὸ κιθαρίζειν
ᾄδειν τε· πίνονθ', ὥσπερ εἰ κάχρυσ' γυναῖκ'
ἄλουσαν.

ΦΕΙ. οὐ γὰρ τότ' εὐθὺς χρῆν σ' ἄρα τύπτεσθαι τε
καὶ πατεῖσθαι,

ᾄδειν κελεύουθ', ὥσπερ εἰ τέττιγας ἐστιῶντα ;

ΣΤΡ. τοιαῦτα μέντοι καὶ τότ' ἔλεγεν ἔνδον, οἷάπερ
νῦν.

καὶ τὸν Σιμωνίδην ἔφασκε εἶναι κακὸν ποιητήν.
κἀγὼ μόλις μὲν, ἀλλ' ὅμως ἡμεσχόμην τὸ
πρῶτον·

ἐκεῖτα δ' ἐκέλευσ' αὐτὸν ἀλλὰ μυρρίνην λα-
βόντα

τῶν Δισχύλου λέξαι τί μοι κἄθ' οὗτος εὐθὺς
εἶπεν,

ἐγὼ γὰρ Αἰσχύλον νομίζω πρῶτον ἐν ποιηταῖς
ψόφου πλέων, ἄξυστατον, στόμφακα, κρημνο-
ποιόν ;

κύνταῦθα πῶς οἶσθέ μου τὴν καρδίαν ὀρεχθεῖν ;
ὅμως δὲ τὸν θυμὸν δακῶν ἔφην, σὺ δ' ἄλλὰ
τούτων

λέξου τι τῶν νεωτέρων, ἅττ' ἐστὶ τὰ σοφὰ ταῦτα.
ὁ δ' εὐθὺς ἦσ' Εὐριπίδου ῥῆσιν τιν'. ὡς ἔγρημε
ἀδελφός, ὦλεξίκακε, τὴν ὁμομητρίαν ἀδελφὴν.

2. Parse fully and explain the syntax of the following words :

(a) ὠρμᾶτο, ἀποροῦντα, ὀποτέραν, τράπαται, φανῆ-
ναι, ἀπαλότητα.

(b) δῆλος, ᾤετο.

(c) οὐλύμπιος, ἀπόφηναι, νῶντ', τεθέασαι, χρῆν,
προσέφυσας, τιῶ (τρόπῳ).

(d) ἠρξάμεσθα, εἰστιώμεθ', ἐπέχθη, ἀλοῦσαν, ἠνεσχό-
μην, ὀρεχθεῖν, ἦσ', ὦλεξίκακε.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

THIRD YEAR.

LATIN.

Examiner: WILLIAM DALE, M.A.

Translate:

Sed isdem temporibus Q. Catulus et C. Piso neque precibus neque gratia neque pretio Cicero-
nem impellere potuere, uti per Allobroges aut
alium indicem C. Cæsar falso nominaretur. Nam
uterque cum illo gravis inimicitias exercebat:
Piso oppugnatus in iudicio pecuniarum repetun-
darum propter ejusdam Transpadani supplicium
injustum; Catulus ex petitione pontificatus odio
incensus, quod extrema ætate, maxumis honoribus
usus, ab adolescentulo Cæsare victus discesserat.
Res autem opportuna videbatur, quod is privotim
egregia liberalitate, publice maxumis muneribus
grandem pecuniam debebat. Sed ubi consulem
ad tantum facinus impellere nequeunt, ipsi singu-
latim circumeundo atque ementiundo, quæ se ex
Vulturcio aut Allobrogibus audisse dicerent, mag-
nam illi invidiam conflaverant, usque adeo, ut
nonnulli equites Romani, qui præsidii causa cum
telis erant circum ædem Concordiæ, seu periculi
magnitudine seu animi mobilitate impulsî, quo
studium suum in rempublicam clarius esset,
egredienti ex senatu Cæsari gladio minitarentur.

1. Parse *potuere, repetundarum, nequeunt, egredienti, Cæsari.*

2. Explain (1) *pecuniarum repetundarum*; (2)
ex petitione pontificatus.

Translate :

Quis timet aut timuit gelida Præneste ruinam,
Aut positis nemorosa inter jura Volsiniis, aut
Simplicibus Gabiis, aut proni Tiburis arce ?
Nos urbem colimus tenui tibicine fultam
Magna parte sui. Nam sic labentibus obstat
Villicus et veteris rimæ contextit hiatum,
Securos pendente jubet dormire ruina
Vivendum est illic, ubi nulla incendia, nulli
Nocte metus. Jam poscit aquam, jam frivola transfert
Ucalegon; tabulata tibi jam tertia fumant;
Tu nescis: nam si gradibus trepidatur ab imis,
Ultimus ardebit, quem tegula sola tuetur
A pluvia, molles ubi reddunt ova columbæ.
Lectus erat Codro Procula minor, urceoli sex,
Ornamentum abaci; nec non et parvulus infra
Cantharus, et recubans sub eodem marmore Chiron;
Jamque vetus Græcos servabat cista libellos,
Et divina opici rodebant carmina mures.
Nil habuit Codrus: quis enim negat? et tamen illud
Perdidit infelix totum nihil: ultimus autem
Ærumnæ cumulus, quod nudum et frustra rogantem
Nemo cibo, nemo hospitio tectoque juvabit.

1. Write explanatory notes on *simplicibus*, *proni*,
frivola, *Ucalegon*, *opici*.

2. Parse *fultam*, *trepidatur*, *recubans*, *cumulus*,
quod.

Translate :

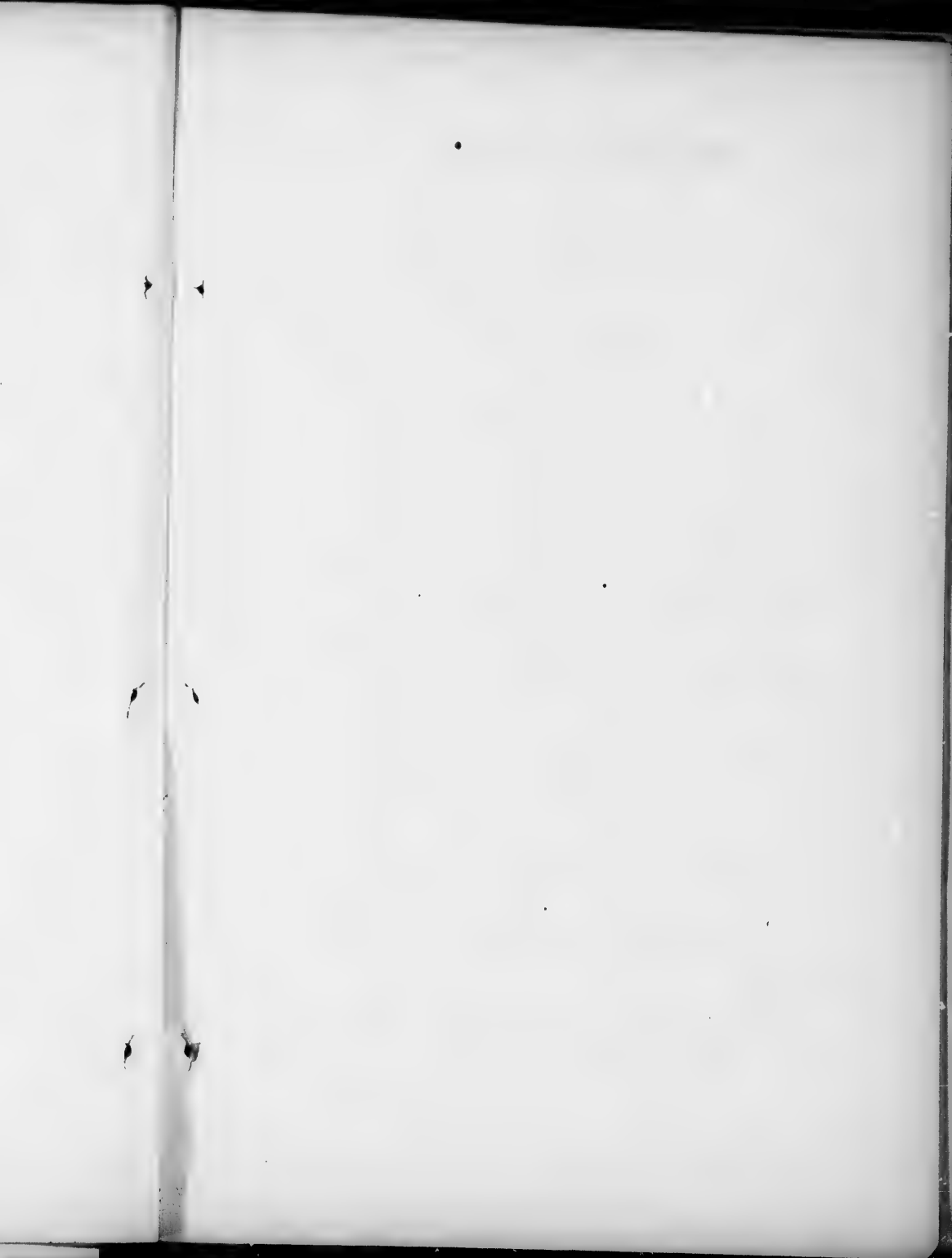
Declamare doces? O ferrea pectura Vetti,
Quum perimit sævos classis numerosa tyrannos!
Nam quæcunque sedens modo legerat, hæc eadem stans
Perferet atque eadem cantabit versibus isdem.
Occidit miseros crambe repetita magistros.
Quis color et quod sit causæ genus, atque ubi summa
Quæstio, quæ veniant diversa parte sagittæ,
Nosse velint omnes, mercedem solveret nemo.
"Mercedem appellas? quid enim scio?" Culpa docentis
Scilicet arguitur, quod læva in parte mamillæ
Nil salit Arcadio juveni, cujus mihi sexta
Quaque die miserum dirus caput Hannibal implet;
Quidquid id est, de quo deliberat, an petat Urbem

A Cannis, an post nimbos et fulmina cautus
Circumagat madidas a tempestate cohortes.
"Quantum vis stipulare, et protinus accipe quod do,
Ut toties illum pater audiat." Hæc alii sex
Vel plures uno conclamant ore sophistæ,
Et veras agitant lites, raptore relicto ;
Fusa venena silent, malus ingratusque maritus,
Et quæ jam veteres sanant mortaria cæcos.

1. Explain *crambe repetita*, *Arcadio juveni*, *madidas cohortes*, *circumagat*, *fusa venena silent*.

2. Name with dates the Roman satirists, characterizing each briefly.





University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

THIRD YEAR.

ENGLISH.

Examiner : W. J. ALEXANDER, PH.D.

NOTE—Not more than *five* questions to be answered.

1. Give a concise account and criticism of *Absalom and Achitophel*.

2. Briefly describe four of the most important prose works written between 1700 and 1750. (N.B.—No two of the works selected to be by the same author).

3. What are the main characteristics of Pope's poetry? Illustrate from any of his works with which you are acquainted.

4. Concisely describe and give the most important facts with regard to *four* of the following : *Hudibras*, *Dryden's Heroic Plays*, *Bunyan's Pilgrims Progress*, *Pope's Prologue to the Satires*, *Collins' Ode to Evening*, *Boswell's Life of Johnson*.

5. Describe *The Deserted Village* so as to give a clear idea of the poem to one who had never read it.

6. Give a concise account of Burke's Life and Works.

7. What is Cowper's importance in the development of poetry ? Illustrate your answer by references to his works.

8. State in clear and simple prose the substantial meaning of the following passage, and name the writer and the poem from which it is taken.

Woods, that wave o'er Delphi's steep ;
Isles, that crown th' Ægean deep,
Fields, that cool Ilissus laves,
Or where Mæander's amber waves
In lingering lab'rins creep,
How do your tuneful echoes languish,
Mute, but to the voice of anguish !
Where each old poetic mountain
Inspiration breath'd around ;
Ev'ry shade and hallow'd fountain
Murmur'd deep a solemn sound ;
Till the sad Nine in Greece's evil hour,
Left their Parnassus for the Latian plains.
Alike they scorn the pomp of tyrant-Power
And coward Vice, that revels in her chains.
When Latium had her lofty spirit lost,
They sought, oh Albion ! next thy sea-encircled
coast.

Far from the sun and summer gale,
In thy green lap was Natures Darling laid,
What time, where lucid Avon stray'd,
To him the mighty mother did unveil
Her awful face ; the dauntless child
Stretch'd forth his little arms and smil'd.
" This pencil take (she said), whose colours clear
Richly paint the vernal year :
Thine too these golden keys, immortal Boy !
This can unlock the gates of joy ;
Of horror that, and thrilling fears,
Or ope the sacred source of sympathetic tears."

Nor second He, that rode sublime
Upon the seraph-wings of extasy,
The secrets of th' abyss to spy
He pass'd the flaming bounds of place and time:
The living throne, the sapphire blaze,
Where angels tremble, while they gaze,
He saw ; but, blasted with excess of light,
Clos'd his eyes in endless night.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

THIRD YEAR.

FRENCH.

Examiner ; W. H. FRASER, B.A.

I.

Translate :

Mais je vous demande d'applaudir comme il faut quand nous serons là ; car je me suis engagé de faire valoir la pièce, et on m'en est venu prier encore ce matin. C'est la coutume ici qu'à nous autres
5 gens de cette condition, les auteurs viennent lire leurs pièces nouvelles pour nous engager à les trouver belles et leur donner de la réputation ; et je vous laisse à penser si, quand nous disons quelque chose, le parterre ose nous contredire. Pour
10 moi j'y suis fort exact ; et quand j'ai promis à quelque poète je crie toujours : "Voilà qui est beau !" devant que les chandelles soient allumées.

MOLIÈRE, *Les Précieuses Ridicules*.

1. *serons* (l. 2). Why future ?
2. *m'en est venu* (l. 3). Parse *en*.
3. *je vous laisse à penser* (l. 8). Translate : *Je vous laisse penser ; je ne laisse pas de penser*.
4. *devant que* (l. 12). Give the modern French equivalent.

II.

Translate :

Disposez de mon sang, les lois vous en font maître,
J'ai cru devoir le sien aux lieux qui m'ont vu naître :
Si dans vos sentiments mon zèle est criminel,
S'il m'en faut recevoir un reproche éternel,
5 Si ma main en devient honteuse et profanée,

- Vous pouvez d'un seul mot trancher ma destinée.
 Reprenez tout ce sang de qui ma lâcheté
 A si brutalement souillé la pureté;
 Ma main n'a pu souffrir de crime en votre race,
 10 Ne souffrez point de tache en la maison d'Horace.
 C'est en ces actions dont l'honneur est blessé
 Qu'un père tel que vous se montre intéressé :
 Son amour doit se taire où toute excuse est nulle,
 Lui-même il y prend part lorsqu'il les dissimule,
 15 Et de sa propre gloire il fait trop peu de cas
 Quand il ne punit point ce qu'il n'approuve pas.

CORNEILLE, *Horace*.

1. Indicate the context, and name the speaker.
2. *de qui* (l. 7). Remark on this use of *qui*.
3. Scan lines 10, 11.

III.

Translate :

- Te voilà séducteur,
 De ligue, de complots, pernicieux auteur,
 Qui dans le trouble seul as mis tes espérances,
 Éternel ennemi des suprêmes puissances!
 5 En l'appui de ton Dieu tu t'étais reposé :
 De ton espoir frivole es-tu désabusé ?
 Il laisse en mon pouvoir et son temple et ta vie.
 Je devrais sur l'autel où ta main sacrifie
 Te . . Mais du prix qu'on m'offre il faut me contenter.
 10 Ce que tu m'as promis songe à l'exécuter :
 Cet enfant, ce trésor, qu'il faut qu'on me remette,
 Où sont-ils ?

RACINE, *Athalie*.

1. Indicate the context, and name the speaker.
2. *Te . .* (l. 9). Complete the ellipsis in French.
3. State the historical facts on which this drama is based.

IV.

Translate :

- Le soleil nous luit tous les jours,
 Tous les jours sa clarté succède à l'ombre noire,
 Sans que nous en puissions autre chose inférer
 Que la nécessité de luire et d'éclairer,
 5 D'amener les saisons, de mûrir les semences,
 De verser sur les corps certaines influences.

Du reste, en quoi répond au sort toujours divers
Ce train toujours égal dont marche l'univers ?

Charlatans, faiseurs d'horoscope,

- 10 Quittez les cours des princes de l'Europe :
Emmenez avec vous les souffleurs tout d'un temps,
Vous ne méritez pas plus de foi que ces gens.

LA FONTAINE, *Fables*.

1. *succède* (l. 2). Distinguish from *réussir*.
2. *divers* (l. 7). Give the fem. plur. form.
3. Give the 1st sing. pres. indic., and the 1st sing. fut. of *inférer*, *amener*.
4. What is the title of the fable from which the extract is taken ?

V.

1. Indicate the importance of Malherbe in the literary history of the 17th century.

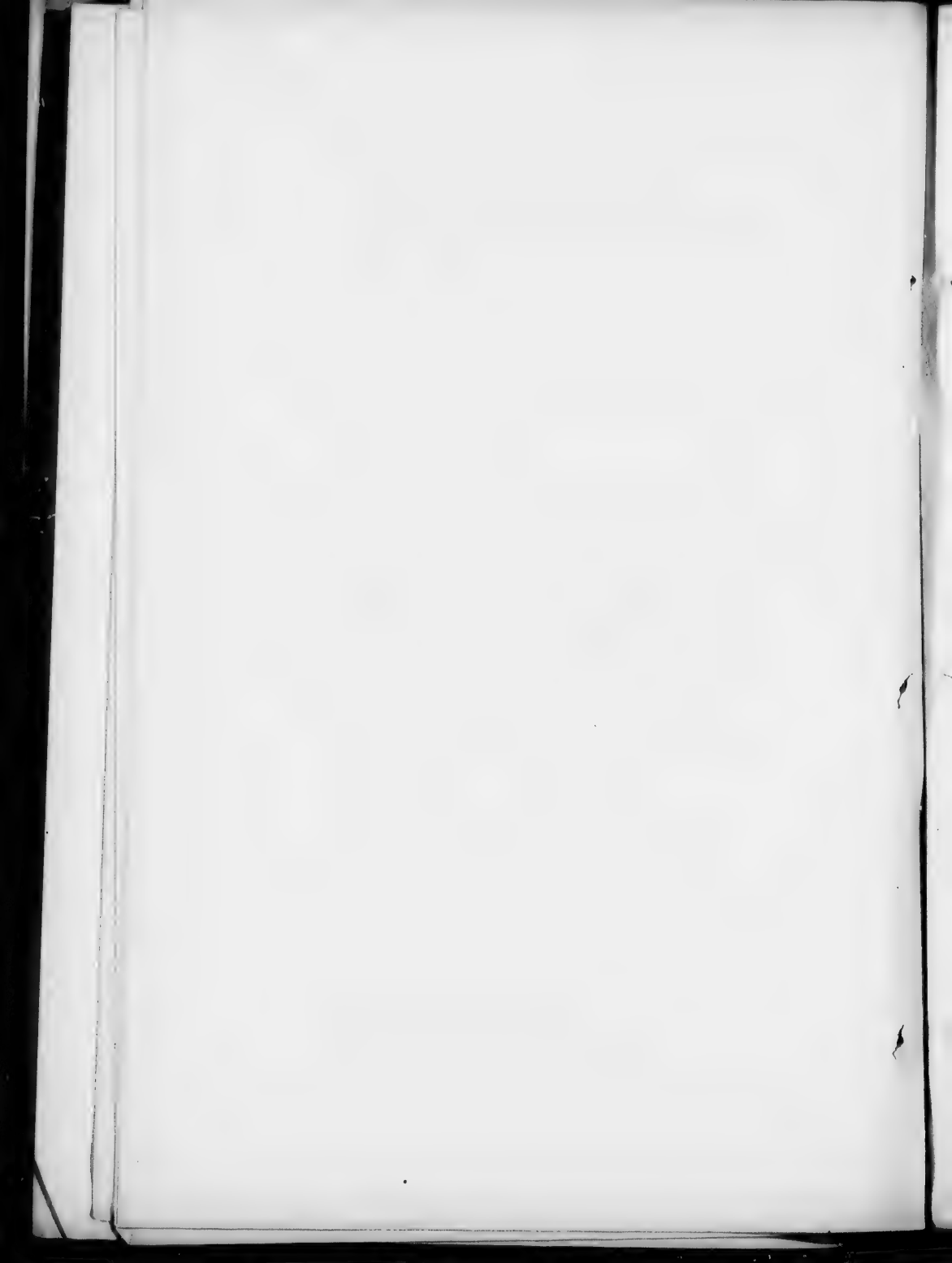
2. Give some account of the life and writings of Racine.

3. Name the author of each of the following works, adding in each case a short description of the work itself: *Petit Carême*, *Aventures d'Aristonous*, *Recherche de la Vérité*, *Socrate Chrétien*, *Discours de la Méthode*, *Conjuration de Fiesque*, *Zaïde*, *Grand Cyrus*, *Phèdre*, *Menteur*.

4. Write a short paper on the Arthurian romance in French literature.

VI.

DICTION—TO BE GIVEN AT TWELVE O'CLOCK.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

THIRD YEAR.

FRENCH.

Examiner : W. H. FRASER, B.A.

I.

Translate :

(a) On n'est point effronté par choix, mais par complexion ; c'est un vice de l'être, mais naturel. celui qui n'est pas né tel est modeste, et ne passe pas aisément de cette extrémité à l'autre ; c'est une leçon assez inutile que de lui dire : soyez effronté et vous réussirez ; une mauvaise imitation ne lui profiterait pas, et le ferait échouer. Il ne faut rien de moins dans les cours qu'une vraie et naïve impudence pour réussir.

LA BRUYÈRE, *De la Cour.*

(b) Les grands croient être seuls parfaits, n'admettent qu'à peine dans les autres hommes la droiture d'esprit, l'habileté, la délicatesse, et s'emparent de ces riches talents comme de choses dues à leur naissance. C'est cependant en eux une erreur grossière de se nourrir de si fausses préventions ; ce qu'il y a jamais eu de mieux pensé, de mieux dit, de mieux écrit, et peut-être d'une conduite plus délicate, ne nous est pas toujours venu de leur fonds. Ils ont de grands domaines et une longue suite d'ancêtres, cela ne leur peut être contesté.

LA BRUYÈRE, *Des Grands.*

1. Give the principal parts of any five irregular verbs in the extracts.

II.

Translate :

Elle est morte, cette grande reine, et par sa mort elle a laissé un regret éternel, non-seulement à MONSIEUR et à MADAME, qui, fidèles à tous leurs devoirs, ont eu pour elle des respects si soumis, si sincères, si persévérants, mais encore à tous ceux qui ont eu l'honneur de la servir ou de la connaître. Ne plaignons plus ses disgrâces, qui font maintenant sa félicité. Si elle avait été plus fortunée, son histoire serait plus pompeuse, mais ses œuvres seraient moins pleines; et, avec des titres superbes, elle aurait peut-être paru vide devant Dieu. Maintenant qu'elle a préféré la croix au trône, et qu'elle a mis ses malheurs au nombre des plus grandes grâces, elle recevra les consolations qui sont promises à ceux qui pleurent. Puisse donc ce Dieu de miséricorde accepter ses afflictions en sacrifice agréable! Puisse-t-il la placer au sein d'Abraham, et, content de ses maux, épargner désormais à sa famille et au monde de si terribles leçons!

BOSSUET, *Henriette de France.*

1. Give the text from which this funeral oration was preached, and the line of thought as developed in the discourse.

2. MONSIEUR...MADAME. Who?

III.

Translate :

Nous aimons la liberté même chez nos adversaires. Quand nous voyons s'établir une tolérance libérale, alors même qu'elle ne nous profite pas immédiatement, nous la regardons comme un précédent heureux que nous pourrions invoquer plus tard, et nous n'avons garde de nous en plaindre. Les radicaux sont d'un autre avis: il leur faut tout ou rien; dès qu'on ne leur accorde pas tous les droits qu'ils réclament, ils s'empressent d'attaquer les droits des autres, sous prétexte d'égalité. Depuis le temps qu'ils jouent cette partie-là, ils devraient, cependant, avoir appris combien elle est périlleuse. C'est un jeu de bascule, où il faut nécessairement être tout en haut ou tout en bas; l'équilibre horizontal est impossible. Anarchie ou despotisme, il n'y pas de milieu. Mais dans ces

mouvements violents, la liberté est bientôt étouffée, et ses défenseurs, emportés par des forces opposées, sont réduits à un double combat qui épuise inutilement leurs forces sans amener jamais un succès définitif.

IV.

1. Translate into French :

- (a) I fear he will come.
- (b) I fear he will not come.
- (c) I do not fear he will come.
- (d) Do you not fear he will come ?
- (e) I do not fear he will not come.

2. Translate into French :

- (a) By reading one learns to read.
- (b) I am surprised at his coming.
- (c) Look at them passing !
- (d) I like hunting.
- (e) Did you hear them shouting ?

V.

Translate into French :

A good instance of a neat diplomatic rejoinder is embodied in a story regarding Count Herbert Bismarck on the occasion of the German Emperor's visit to Rome last year. It appears that at the railway station Count Herbert, who is not renowned for the suavity of his manners, pushed rudely against an Italian dignitary who was watching the proceedings. The dignitary was greatly incensed, and remonstrated very forcibly against such unceremonious treatment, whereupon Count Herbert turned round haughtily and said: "I don't think you know who I am. I am Count Herbert Bismarck." "That," replied the Italian, bowing politely, "as an excuse is insufficient, but as an explanation it is ample."



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

THIRD YEAR.

GERMAN AUTHORS.

Examiner: G. H. NEEDLER, B.A., PH.D.

I.

Translate:

Und Sie hoffen

Zu endigen, was Sie begannen? hoffen,
Der Christenheit gezeitigte Verwandlung,
Den allgemeinen Frühling aufzuhalten,
Der die Gestalt der Welt verjüngt? Sie wollen
Allein in ganz Europa—sich dem Rade
Des Weltverhängnisses, das unaufhaltsam
In vollem Laufe rollt, entgegenwerfen?
Mit Menschenarm in seine Speichen fallen?
Sie werden nicht! Schon flohen Tausende
Aus Ihren Ländern froh und arm. Der Bürger,
Den Sie verloren für den Glauben, war
Ihr edelster. Mit offenen Mutterarmen
Empfängt die Fliehenden Elisabeth,
Und furchbar blüht durch Künste unsres Landes
Britannien. Verlassen von dem Fleiß
Der neuen Christen, liegt Granada öde,
Und jauchzend sieht Europa seinen Feind
An selbstgeschlagenen Wunden sich verbluten.

SCHILLER, *Don Karlos*.

1. Give the principal parts of the strong verbs in this extract.
2. Form short sentences showing the uses of *was*, *zu*, *in*, *an*, *entgegen*.
3. Sketch concisely the characters of the King, Don Karlos and the Princess of Eboli,

II.

Translate:

Weisz Gott! ich lege mich so oft zu Bette mit dem Wunsch, ja manchmal mit der Hoffnung, nicht wieder zu erwachen: und Morgens schlage ich die Augen auf, sehe die Sonne wieder, und bin elend. O dasz ich launisch seyn könnte, könnte die Schuld auf's Wetter, auf einen Dritten, auf eine fehlgeschlagene Unternehmung schieben, so würde die unerträgliche Last des Unwillens doch nur halb auf mir ruhen. Wehe mir! ich fühle zu wahr, dasz an mir allein alle Schuld liegt—nicht Schuld! Genug, dasz in mir die Quelle alles Elendes verborgen ist, wie ehemals die Quelle aller Seligkeit. Bin ich nicht noch eben derselbe, der ehemals in aller Fülle der Empfindung herum-schwebte, dem auf jedem Tritte ein Paradies folgte, der ein Herz hatte, eine ganze Welt liebe-voll zu umfassen? Und diesz Herz ist jetzt todt, aus ihm fliesen keine Entzückungen mehr; meine Augen sind trocken, und meine Sinne, die nicht mehr von erquickenden Thränen gelabt werden, ziehen ängstlich meine Stirn zusammen. Ich leide viel; denn ich habe verloren, was meines Lebens einzige Wonne war, die heilige, belebende Kraft, mit der ich Welten um mich schuf; sie ist dahin!

GOETHE, *Leiden des jungen Werthers*.

1. Give an account of the so-called Sturm und Drang period of German literature, explaining how far Goethe shared in the tendencies of that time.

III.

Translate:

Der Löwenwirth spricht von Jedem nur Gutes und kann's nicht leiden, dasz die Weibsleute ein Anderes ausmachen. Denn das ist ihnen ein besonders gutes Gericht, wenn sie den guten Namen von einem Mädchen oder einer Frau ins Haus metzgen können. Die Frau thut's noch mit einem gewissen scheinheiligen Mitleid, das Annele aber spielt gern mit der Welt, wie die Katze mit der Maus. Und das Ende vom Lied soll immer sein: Du bist die Schönste, die Gesundeste und die Geseiteste und—wenn das ein Lob ist—auch die

Bravste. Ich habe mich lang in der Welt besonnen, worin die eigentliche tiefste Rohheit besteht, und die ist gerade oft recht manierlich. Die eigentliche Rohheit ist—die Schadenfreude. O Lenz, du kennst die Tonart nicht, da hilft dir alle deine Musik nichts, du kennst die Tonart nicht, auf die dieses Haus gestimmt ist. Da ist nichts als Spott und Lüge. Diese Menschen werden dich und was du willst und was dir Freude macht, nie verstehen. Ich sag's auch: Nur wer aus der Wahrheit ist, kann die Wahrheit fassen und lieben. Du wirst da ewig fremd sein."

AUERBACH, *Edelweiss*.

1. *Diese Menschen werden dich... nie verstehen.* Did events prove Pilgrim right in this opinion? What do you think of the final influence of Lenz's character upon that of Annele as a probable outcome of their lives as sketched in the story?

2. Tell what connection the flower *edelweiss* has with the narrative.

3. Give short sketches of Petrowitsch, Pilgrim and the Löwenwirthin.

IV.

Translate:

(a) Ein ehrlicher Greis trug des Tages Last und Hitze, sein Feld mit eigner Hand zu pflügen und mit eigner Hand den reinen Samen in den lockern Schosz der willigen Erden zu streuen.

Auf einmal stand unter dem breiten Schatten einer Linde eine göttliche Erscheinung vor ihm da! Der Greis stutzte.

„Ich bin Salomo," sagte mit vertraulicher Stimme das Phantom. „Was machst du hier, Alter?"

„Wenn du Salomo bist," versetzte der Alte, „wie kannst du fragen? Du schicktest mich in meiner Jugend zu der Ameise; ich sah ihren Wandel und lernte von ihr fleissig sein und sammeln. Was ich da lernte, das thue ich noch."

„Du hast deine Lektion nur halb gelernt," versetzte der Geist. „Geh noch einmal hin zur Ameise und lerne nun auch von ihr in dem Winter deiner Jahre ruhen und des Gesammelten genieszen."

(b) Ein rares Beispiel will ich singen,
Wobei die Welt erstaunen wird.
Dasz alle Ehen Zwietracht bringen,
Glaubt jeder, aber jeder irrt.

Ich sah das Muster aller Ehen,
Still, wie die stillste Sommernacht.
O! dasz sie keiner möge sehen,
Der mich zum frechen Lügner macht!

Und gleichwohl war die Frau kein Engel,
Und der Gemahl kein Heiliger;
Es hatte jedes seine Mängel;
Denn niemand ist von allen leer.

Doch sollte mich ein Spötter fragen,
Wie diese Wunder möglich sind?
Der lasse sich zur Antwort sagen:
Der Mann war taub, die Frau war blind

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

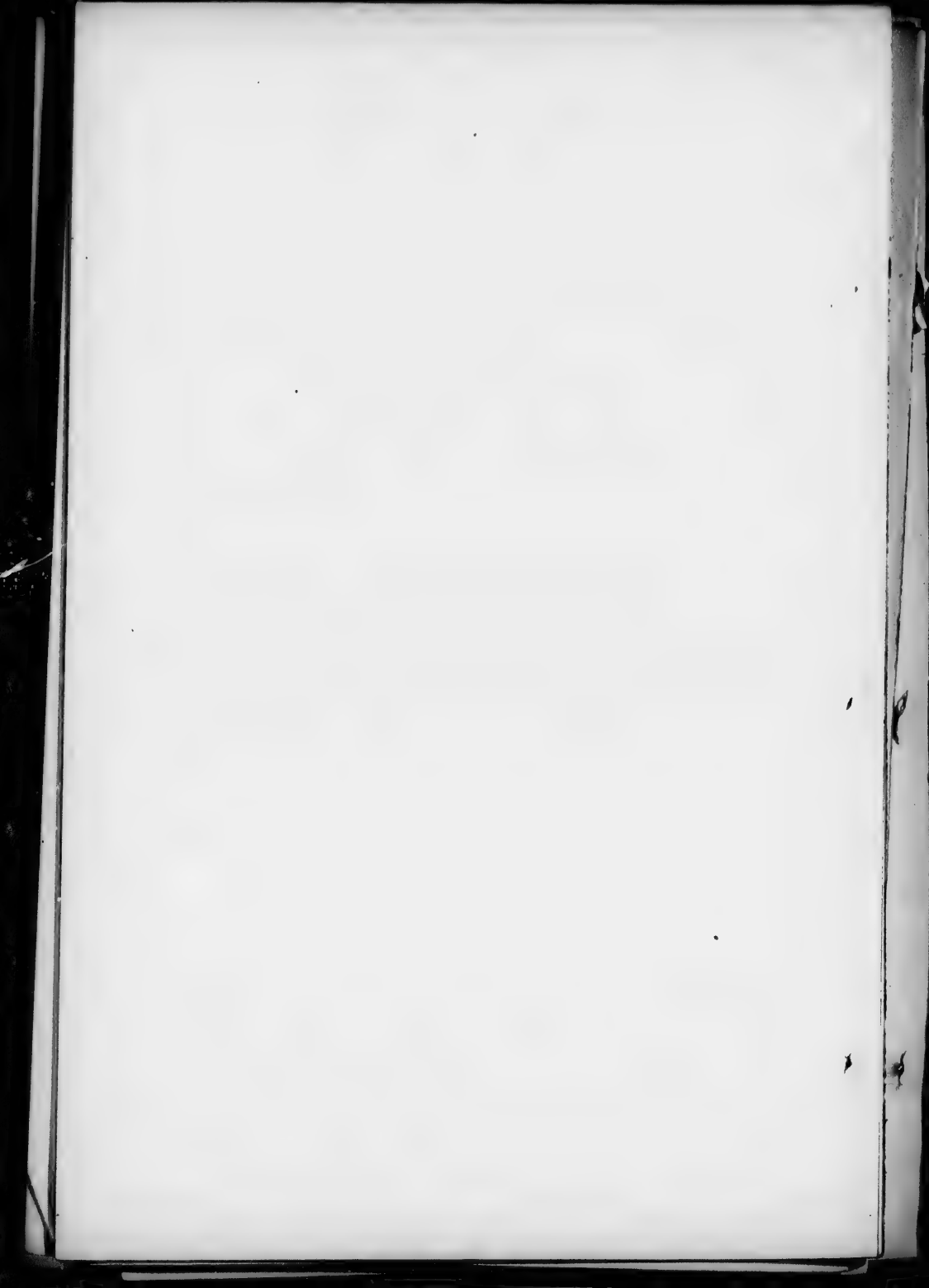
THIRD YEAR.

HISTORY.

Examiner : E. C. JEFFREY, B.A.

Candidates may write on any *four* of the questions.

1. Sketch the career of Gustavus Adolphus.
2. Give an account of the French Colonies in North America.
3. Mazarin, Richelieu, Louis XIV. What were their political aims and achievements ?
4. Describe the development of British commerce in modern times, and estimate its political influence.
5. Discuss the origin of Prussia.
6. Outline the history of the French Revolution.



University of Toronto.

ANNUAL EXAMINATIONS : 1891.

THIRD YEAR.

PSYCHOLOGY : THE WILL.

Examiner : J. MARK BALDWIN, M.A., PH.D.

*. Candidates may omit one question.

1. How do you distinguish the states of will from other states of consciousness? Define instinct, impulse, affect.

2. What is the most general psychological stimulus to volition? Define motive, and end. Distinguish between reactive and voluntary consciousness.

3. Explain the two great theories of the physical basis of the sense of effort. What do you understand by character? How is it related to will?

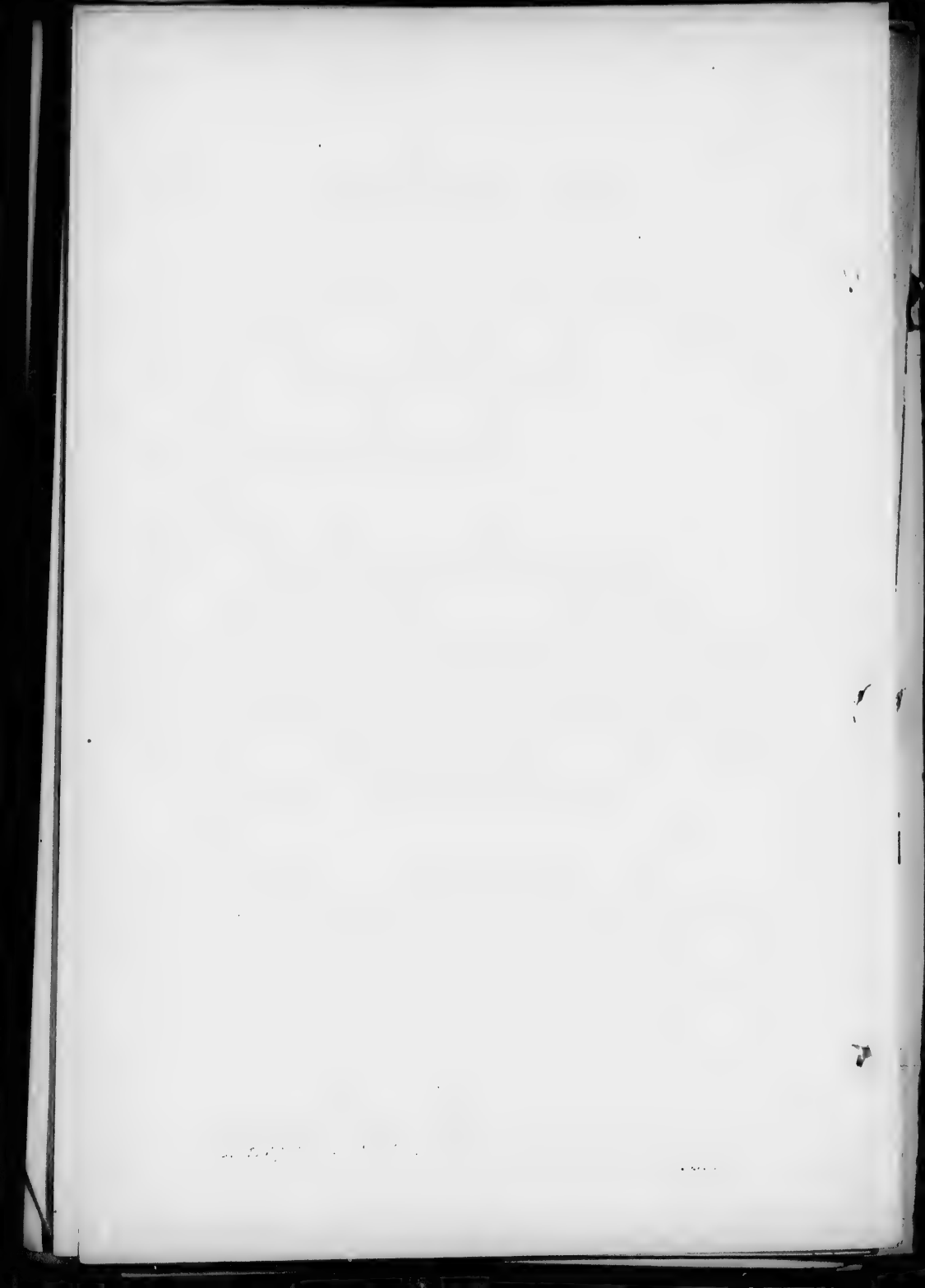
4. What is meant by volitional apperception? Criticise the theory that choice is the outcome of motive-forces. How do you explain choice? Is a motive a force?

5. Can a man choose any one of his motives and realize it? After volition, is it true that he could have chosen differently? Is choice ever motiveless? Justify your answer.

6. Criticise accidentalism, and external determinism. Explain in what sense the will is free. In what sense is its activity conditioned?

7. Explain Sully's view of responsibility. State clearly the "effect theory" of the will, and indicate its consequences as regards free choice.

8. Suppose I hold a strictly mechanical theory of brain and nerve action: what views of the relation of mind and body in voluntary movement are open to me?



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SUPPLEMENTAL EXAMINATIONS: 1891.

THIRD YEAR.

ETHICS.

Examiner: F. TRACY, B.A.

1. Discuss the relation of Psychology to Ethics.
2. If all knowledge be classified as either Presentative or Representative, to which class would you assign our knowledge of moral quality in actions?
3. What is moral Obligation, and how does the idea arise in the mind? Is there any difference between "rightness" and "oughtness" in a moral act?
4. Are there any difficulties in the way of explaining the genesis of moral ideas by the principle of Evolution?
5. Give a brief statement of the Libertarian and Necessitarian doctrines with regard to the will.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

THIRD YEAR.

PHYSICS.

Examiners: { IVA E. MARTIN, B.A.
 { A. C. MCKAY, B.A.

1. What do we mean by saying "The *latent heat* of ice is 79 *thermal units*, and of water at boiling point is 536 *thermal units*?"

Define italicised expressions.

The specific heat of ice being .5, calculate the number of units of heat expended in raising 10 lbs. of water from -10°C to 20°C .

2. Describe radiation, convection and conduction of heat. Illustrate by examples.

Why are shells, employed for projecting molten iron, lined with a thin coating of clay?

How is it that ice forms first in pools about blades of grass or straw, and melts first around them?

3. Describe a *hygrometer*, and explain its action

Explain the formation of *dew*, and the conditions under which *clouds* are formed.

4. State the laws of refraction of light. Define *critical angle* and *total reflection*.

A straight stick is partially immersed in water. The image, when looked at normally, is inclined at 45° to the surface, and the index of refraction is $\frac{4}{3}$. Find the inclination of the stick.

5. Describe a convex lens and a concave lens, giving the effect of each.

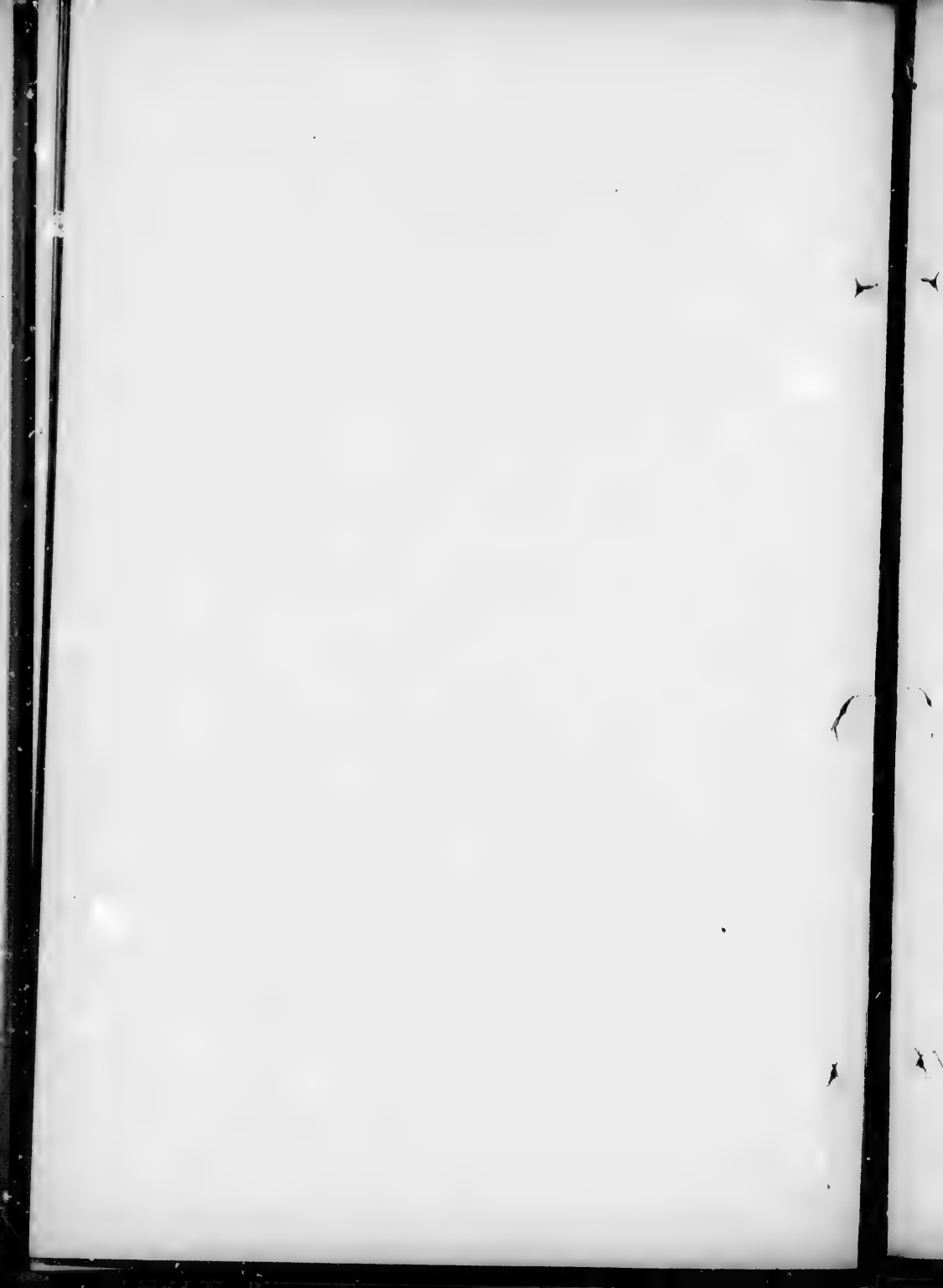
Make a geometrical construction for determining the image of an object formed by a lens.

6. A person who sees best at a distance of three feet, employs convex spectacles in order to read by holding his book at a distance of nine inches. Find the focal length of the lens used.

7. Define the terms *ampere*, *ohm*, *volt*, shewing their relation.

Twenty Grove cells (E.M.F. = 1.8) are united in series, and the circuit completed by a wire of 15 ohms resistance. The current being 1.71 amperes, calculate the internal resistance of each cell.

8. Show how to coat a copper coin with silver by electro-deposition.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

GREEK AUTHORS.

Examiners : { MAURICE HUTTON, M.A.
 { H. R. FAIRCLOUGH, M.A.

No Candidate will pass on this paper who omits the questions on syntax : in parsing verbs explain always the reason for the mood used : in parsing aorists distinguish between first and second. Candidates are warned against confining their attention to either of the two authors prescribed. Candidates will fold up their answers to A. and B. in separate envelope.

A.

PLATO, MENO.

1. Translate carefully :

(a) ΣΩ. Οὐκοῦν καὶ ὄψιν καλεῖς τι ;

MEN. Ἐγωγε.

ΣΩ. Ἐκ τούτων δὴ ξύνες ὃ τοι λέγω, ἔφη Πίνδαρος. ἔστι γὰρ χρόα ἀπορροή σχημάτων ὄψει σύμμετρος καὶ αἰσθητός.

MEN. Ἀριστά μοι δοκεῖς, ὦ Σώκρατες, ταύτην τὴν ἀπόκρισιν εἰρηκέναι.

ΣΩ. Ἴσως γάρ σοι κατὰ συνήθειαν εἴρηται καὶ ἄμα, οἶμαι, ἐννοεῖς, ἔτι ἔχοις ἂν ἐξ αὐτῆς εἰπεῖν καὶ φωνήν, ὃ ἔστι, καὶ ὁσμὴν καὶ ἄλλα πολλὰ τῶν τοιούτων.

MEN. Πάνυ μὲν οὖν.

ΣΩ. Τραγικὴ γάρ ἐστιν, ὦ Μένων, ἡ ἀπόκρισις, ὥστε ἀρέσκει σοι μᾶλλον ἢ ἡ περὶ τοῦ σχήματος.

MEN. Ἐμοιγε.

ΣΩ. Ἄλλ' οὐκ ἔστιν, ὦ παῖ Ἀλεξιδήμου, ὥς ἐγὼ ἑμαυτὸν πείθω, ἀλλ' ἐκείνη βελτίων οἶμαι δὲ οὐδ' ἂν

σοὶ δοῦναι, εἰ μὴ, ὥσπερ χθές, ἔλεγε, ἀναγκαῖόν σοι ἀπένειναι πρὸ τῶν μυστηρίων, ἀλλ' εἰ περιμέναις τε καὶ μνηθεῖης.

MEN. Ἄλλὰ περιμένοιμ' ἂν, ὦ Σώκρατες, εἰ μοι πολλὰ τοιαῦτα λέγοις.

ΣΩ. Ἄλλὰ μὴν προθυμίας γε οὐδὲν ἀπολείψω, καὶ σοῦ ἕνεκα καὶ ἑμαυτοῦ, λέγων τοιαῦτα· ἀλλ' ὅπως μὴ οὐχ οἷός τ' ἔσομαι πολλὰ τοιαῦτα λέγειν. ἀλλ' ἴθι δὴ πειρω καὶ σὺ ἐμοὶ τὴν ὑπόσχεσιν ἀπεδοῦναι, κατὰ δλου εἰπὼν ἀοετῆς πέρι, ὃ τι ἔστι, καὶ παῦσαι πολλὰ ποιῶν ἐκ τοῦ ἐνός, ὅπερ φασὶ τοὺς συντρίβοντας τι ἐκύστοτε οἱ σκώπτοντες, ἀλλ' εἰσας ὄλην καὶ ὑγιά, εἰπέ τί ἐστιν ἀρετή· τὰ δέ γε παραδείγματα παρ' ἐμοῦ εἴληφας.

MEN. Δοκεῖ τοίνυν μοι, ὦ Σώκρατες, ἀρετὴ εἶναι, καθάπερ ὁ ποιητὴς λέγει, χαίρειν τε καλοῖσι καὶ δύνασθαι· καὶ ἐγὼ τοῦτο λέγω ἀρετὴν, ἐπιθυμοῦντα τῶν καλῶν δυνατόν εἶναι πορίζεσθαι.

- (b) ΣΩ. Εἰ οὖν ὅν ἂν ἢ χρόνον καὶ ὃν ἂν μὴ ἢ ἄνθρωπος, ἐνέσονται αὐτῷ ἀληθεῖς δόξαι, αἱ ἐρωτῇσαι ἐπεγεγρεῖσαι ἐπιστῆμαι γίνονται, ἅρ' οὖν τὸν αἰεὶ χρόνον μεμαθηκῦα ἔσται ἡ ψυχὴ αὐτοῦ; ὅλον γὰρ ὅτι τὸν πάντα χρόνον ἔστιν ἢ οὐκ ἔστιν ἄνθρωπος.

MEN. Φαίνεται.

ΣΩ. Οὐκοῦν εἰ αἰεὶ ἡ ἀλήθεια ἡμῖν τῶν ὄντων ἔστιν ἐν τῇ ψυχῇ, ἀθάνατος ἂν ἡ ψυχὴ εἴη, ὥστε θαρρύντα χρή, ὃ μὴ τυγχάνεις ἐπιστάμενος νῦν, τοῦτο δ' ἔστιν ὃ μὴ μεμνημένος, ἐπιχειρεῖν ζητεῖν καὶ ἀναμνησθεσθαι;

MEN. Εὖ μοι δοκεῖς λέγειν, ὦ Σώκρατες, οὐκ οἶδ' ὅπως.

ΣΩ. Καὶ γὰρ ἐγὼ ἐμοί, ὦ Μενων, καὶ τὰ μέν γε ἄλλα οὐκ ἂν πᾶν ὑπὲρ τοῦ λόγου δισχυρισαίμην· ὅτι δ' οἴομενοι δεῖν ζητεῖν, ἢ μὴ τίς οἶδε, βελτίους ἂν εἶμεν καὶ ἀνδρικώτεροι καὶ ἥττον ἄργοι ἢ εἰ οἰοίμεθα, ἢ μὴ ἐπιστάμεθα, μηδὲ δυνατόν εἶναι εὖρεῖν μηδὲ δεῖν ζητεῖν, περὶ τούτου πᾶν ἂν διαμαχοίμην, εἰ οἷός τε εἴην, καὶ λόγῳ καὶ ἔργῳ.

MEN. Καὶ τοῦτο μὲν γε δοκεῖς μοι εὖ λέγειν, ὦ Σώκρατες.

ΣΩ. Βούλει οὖν, ἐπειδὴ ὁμονοοῦμεν, ὅτι ζητητέον περὶ οὗ μὴ τις οἶδεν, ἐπιχειρήσωμεν κοινῇ ζητεῖν τί ποτ' ἔστιν ἀρετή;

MEN. Πάνν μὲν οὖν. οὐ μέντοι, ὦ Σώκρατες, ἀλλ' ἔγωγε ἐκείνο ἂν ἥδιστα, ὅπερ ἡρόμην τὸ πρῶτον, καὶ

υκεφαίμην καὶ ἀκούσαιοι, πότερον ὡς διδασκῶ ὄντι αὐτῷ δεῖ ἐπιχειρεῖν, ἢ ὡς φύσει ἢ ὡς τίνι ποτὲ τρόπῳ παραγυμνομένης τοῖς ἀνθρώποις τῆς ἀρετῆς.

2. Parse fully and explain the syntax of the following:

(a) τι, σύνες, οἶμαι, δάξαι, περιμείναις, πειρῶ, παῦσαι, ἰγῖά, καλοῖσι.

(b) ἐπεγερθεῖσαι, μεμαθηκυῖα, θαρροῦντα, βελτίους, εἰμεν, δυνατόν, ζητητέον, ἐπιχειρήσωμεν, ἡρόμην.

What word or words are to be understood with μὴ μεμνημένος (extract b, line 10), and with καὶ γὰρ ἐγὼ ἐμοί (same extract, line 12).

3. Examine the force of the argument in extract (b) regarded as a proof of the immortality of the soul.

B.

EURIPIDES, ION.

1. Translate :

ὦ Φοῖβε, κακεῖ κἀνθάδ' οὐ δίκαιος εἰ
 ἐς τὴν ἀποῦσαν, ἥς πάρεσιν οἱ λόγοι.
 σύ τ' οὐκ ἔσωσας τὸν σὸν, ὃν σῶσαι σ' ἐχρῆν,
 οὐθ' ἰστορούση μητρὶ μάντις ὧν ἐρεῖς,
 ὡς, εἰ μὲν οὐκέτ' ἔστιν, ὀγκωθῇ τάφῳ,
 εἰ δ' ἔστιν, ἔλθῃ μητρὸς εἰς ὄψιν ποτέ.
 ἀλλ' ἐξερευνᾶν χρὴ τὰδ', εἰ πρὸς τοῦ θεοῦ
 κωλυόμεσθα μὴ μαθεῖν ἢ βούλομαι,
 ἀλλ', ὦ ξέν', εἰσορῶ γὰρ εὐγενή πόσιν
 Ξοῦθον πέλας δὴ τόνδε τὰς Τροφωνίου
 λιπόντα θαλάμας, τοὺς λελεγμένους λόγους
 σίγα πρὸς ἄνδρα, μὴ τιν' αἰσχύνῃ λάβω
 διακονοῦσα κρυπτὰ, καὶ προβῇ λόγος
 οὐχ ἥπερ ἡμεῖς αὐτὸν ἐξειλίσσομεν.
 τὰ γὰρ γυναικῶν δυσχερὴ πρὸς ἄρσενας,
 κἀν ταῖς κακαῖσιν ἀγαθαὶ μεμνημέναι
 μισοῦμεθ'· οὕτω δυστυχεῖς πεφύκαμεν.

2. Explain the allusions in κακεῖ κἀνθάδ', τὴν ἀποῦσαν, Τροφωνίου.

3. Parse fully ἔσωσας, ἐχρῆν, κωλυόμεσθα, μαθεῖν, λάβω, προβῇ, ἀγαθαί.

4. Translate :

Εἰνοδία, θυγάτηρ Δάματρος, ἃ τῶν
νυκτιπόλων ἐφόδων ἀνάσσεις,
καὶ μεθαμερίων ὄδωσον δυσθανάτων
κρατήρων πληρώματ', ἐφ' οἷσι πέμπει

5 πότνια πότνι' ἐμὰ χθονίας
Γοργοῦς λαιμοτόμων ἀπὸ σταλυγμῶν
τῷ τῶν Ἑρεχθεϊδᾶν
δόμων ἐφαπτομένῳ

10 μὴδέ ποτ' ἄλλος ἄλλων ἀπ' οἴκων πόλεως ἀνάσσοι
πλὴν τῶν εὐγενετᾶν Ἑρεχθεϊδᾶν.

εἰ δ' ἀτελὴς θάνατος σπουδαί τε δεσποί-
νας, ὅ τε καιρὸς ἄπεισι τόλμας,
ἃ τε νῦν ἔρετ' ἐλπίς, ἢ θηκτὸν ξίφος ἢ
λαιμῶν ἐξάψει βρόχον ἀμφὶ δειρὴν,

15 πάθεισι πάθεα δ' ἐξανίτουσ'
εἰς ἄλλας βιότου κάτεισι μορφάς.

οὐ γὰρ δόμων γ' ἐτέρους
ἄρχοντας ἄλλοδαποὺς

ζῶσά ποτ' ὀμμάτων ἐν φαενναῖς ἀνέχουσ' ἂν αἰγαῖς
ἃ τῶν εὐπατριδᾶν γεγῶσ' οἴκων.

5. Write explanatory notes on Εἰνοδία, τῷ...ἐφαπτο-
μένῳ, ἃ τῶν...οἴκων.

6. Parse ἃ (1), ὄδωσον, Γοργοῦς, φέρετ', γεγῶσ'.

7. Sketch the plot of the Ion, and point out some of
the distinctive features of the play.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

ALL THE YEARS.

GREEK PROSE.

Examiner: W. P. MUSTARD, M.A., PH.D.

Translate into Greek:

- (1) He said that they were writing.
- (2) The maiden has very beautiful hands.
- (3) Conon with four others was general in the battle.
- (4) They condemned him to death.
- (5) He remained there five days.
- (6) He will not fight for five days.
- (7) If he had had anything, he would have given it.
- (8) If he has anything, he will give it.
- (9) I fear that he will not die.
- (10) It is evident that he is mad.
- (11) He said that if he should have anything, he would give it.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

LATIN.

Examiners: { WILLIAM DALE, M.A.
 { MAURICE HUTTON, M.A.

No Candidate will pass on this paper who omits the questions on syntax: in parsing verbs explain always the reason for the mood used.

Candidates are warned against confining their attention to either of the two authors prescribed.

PLINY, PANEGYRICUS.

Translate:

Adlata erat ex Pannonia laurea, id agentibus diis ut invicti imperatoris exortum victoriae insigne decoraret. Hanc imperator Nerva in gremio Iovis conlocarat, cum repente solito maior et augustior, advocata hominum contione deorumque, te filium sibi, hoc est, unicum auxilium fessis rebus adsumpsit. Inde quasi depositi imperii qua securitate qua gloria laetus (nam quantulum refert deponas an partiaris imperium? nisi quod difficilior hoc est), non secus ac praesenti tibi innixus, tuis umeris se patriamque sustentans, tua iuventa, tuo robore invaluit. Statim consedit omnis tumultus.

1. Parse *adlata, solito, quantulum, refert, deponas*.

2. Explain (1) *ex Pannonia laurea*; (2) *in gremio Iovis conlocarat*.

Translate:

In rostris quoque simili religione ipse te legibus subiecasti, legibus, Caesar, quas nemo principi scripsit. Sed tu nihil amplius vis tibi licere quam nobis: sic fit ut nos tibi plus velimus. Quod ego nunc primum audio, nunc primum disco, non est princeps super leges, sed leges super principem,

idemque Caesari consuli quod ceteris non licet. Iurat in legem attendentibus diis; nam cui magis quam Caesar, attendant? iurat observantibus iis quibus idem iurandum est, non ignarus aliqui nemini religiosius quod iuraverit custodiendum quam cuius maxime interest non peierari. Itaque et abiturus consulatu iurasti te nihil contra leges fecisse. Magnum hoc erat, cum promitteres; maius, postquam praestitisti. Iam totiens procedere in rostra, inascensum illum superbiae principum locum terere, hic suscipere, hic ponere magistratus, quam dignum te, quamque diversum consuetudine illorum qui pauculis diebus gestum consulatum, immo non gestum abiciebant per edictum!

1. Parse *licere*, *velimus*, *cuius*, *abiturus*, *praestitisti*.
2. Explain the derivation and meaning of the words *religio* and *princeps*.

TACITUS, XII.

1. Translate fully:

(a) Haud defuere qui certatim, si cunctaretur Caesar, vi acturos testificantes erumperent curia. conglobatur promisca multitudo populumque Romanum eadem orare clamat. nec Claudius ultra expectato obuius apud forum praebebat se gratantibus, senatumque ingressus decretum postulat, quo iustae inter patruos fratrumque filias nuptiae etiam in posterum statuerentur. nec tamen reperiuntur nisi unus talis matrimonii cupitor, Alledius Severus eques Romanus, quem plerique Agrippinae gratia impulsus ferebant. versa ex eo civitas et cuncta feminae oboediebant, non per lasciviam, ut Messalina, rebus Romanis inludenti. adductum et quasi virile servitium: palam severitas ac saepius superbia; nihil domi impudicum, nisi dominationi expedit. cupido auri immensa obtentum habebat, quasi subsidium regno pararetur.

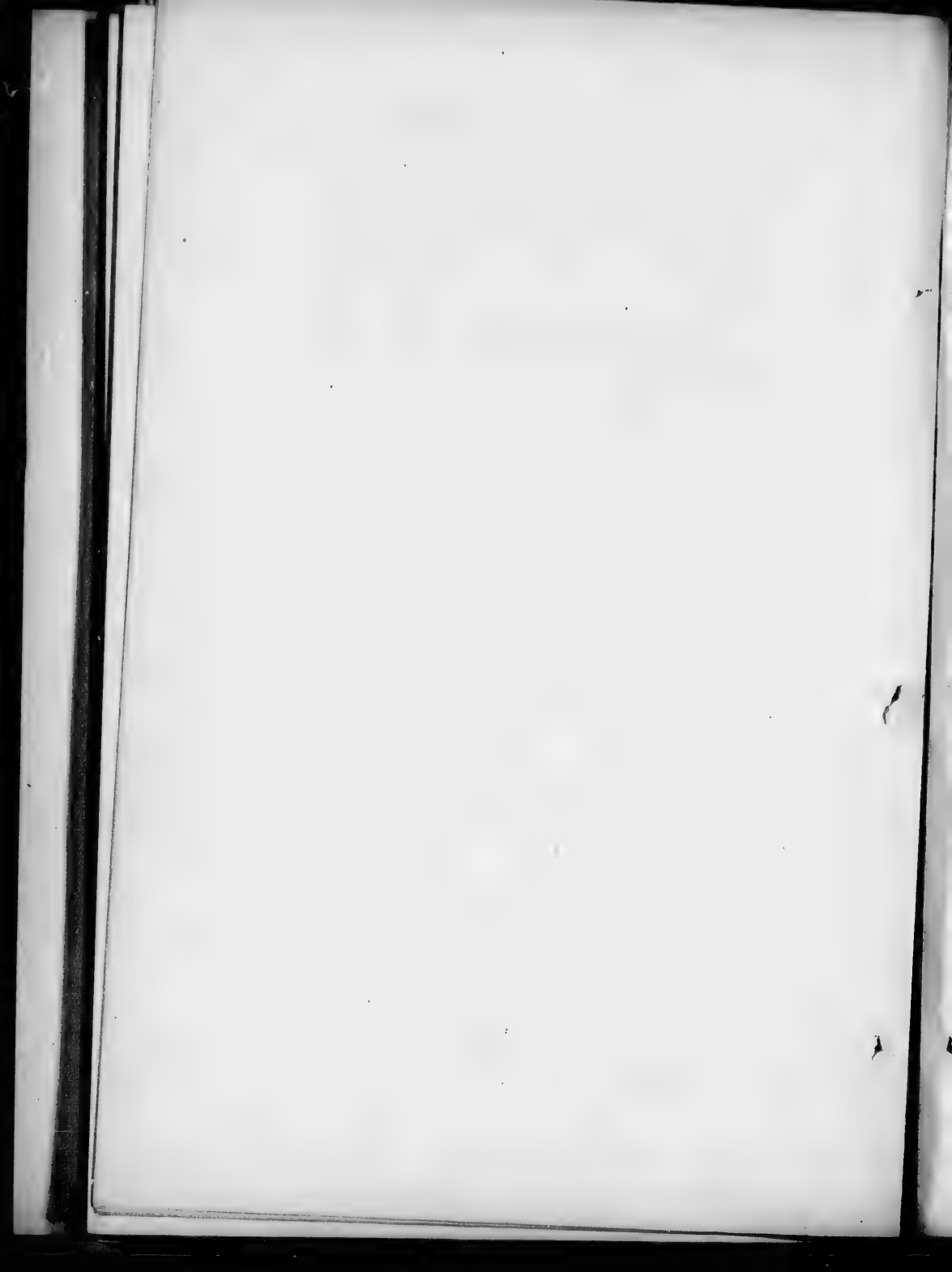
(b) D. Iunio Q. Haterio consulibus sedecim annos natus Nero Octaviam Caesaris filiam in matrimonium accepit. utque studiis honestis et eloquentiae gloria enitesceret, causa Iliensium suscepta Romanum Troia demissum et Iuliae stirpis auctorem Aeneam aliaque haud procul fabulis vetera facunde exsecutus perpetravit, ut Ilienses omni publico mu-

nere solverentur. eodem oratore Bononiensi coloniae igni haustae subventum centiens sestertii largitione. reddita Rhodiis libertas, adempta saepe aut firmata, prout bellis externis meruerant aut domi seditione deliquerant; tributumque Apamensibus terrae motu convolsis in quinquennium remissum.

2. Parse fully and explain the syntax of the following words:

(a) *acturos, testificantes, erumperent, eadem, exspectato, gratantibus, statuerentur, inludenti, expediret, obtentum, regno.*

(b) *suscepta, demissum, exsecutus, haustae, subventum, sestertii, deliquerant, quinquennium.*



University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

CANDIDATES FOR B.A.

FRENCH.

Examiner : J. SQUAIR, B.A.

I.

Translate :

Eh bien, Madame, il faut que vous m'éclairciez :
Cet ordre est important plus que vous ne croyez ;
Je me suis consulté. . . . Malheureux l'un par l'autre,
Il faut régler d'un mot, et mon sort et le vôtre.
Peut-être qu'en effet ce que j'ai fait pour vous,
Mon orgueil oublié, mon sceptre à vos genoux,
Mes bienfaits, mon respect, mes soins, ma confiance,
Ont arraché de vous quelque reconnaissance.

Zaire, Acte IV., Scène 6.

1. Who is the speaker, and to whom does he speak ?
2. Translate : This is not more important than you think.
3. Write down 3rd sing. and 3rd plu. of the Pres. Ind. of *régler*.
4. What is the difference between *arracher à* and *arracher de* ?

II.

Translate :

Bar. De la justice ! C'est bon entre vous autres misérables, la justice ! Je suis votre maître, moi, pour avoir toujours raison.

La Jeun. (*éternuant*). Mais pardi, quand une chose est vraie. . . .

Bar. Quand une chose est vraie ! Si je ne veux pas qu'elle soit vraie, je prétends qu'elle ne soit

pas vraie. Il n'y aurait qu'à permettre à tous ces faquins-là d'avoir raison, vous verriez bientôt ce que deviendrait l'autorité.

La Jeune. (éternuant). J'aime autant recevoir mon congé. Un service terrible, et toujours un train d'enfer!

L'Eveil (pleurant). Un pauvre homme de bien est traité comme un misérable.

Le Barbier de Séville, Acte II., Sc. 7.

1. Explain the connection of this passage.
2. Explain the cases of the subjunctive occurring in the extract.
3. What is the difference between *traiter comme* and *traiter de*?

III.

Translate :

Chactas, quoique aveugle, est désigné par le conseil des sacheins pour commander l'expédition, à cause du respect que les tribus indiennes lui portaient. Les prières et les jeûnes commencent; les jongleurs interprètent les songes; on consulte les Manitous; on fait des sacrifices de petun; on brûle des filets de langue d'orignal; on examine s'ils pétillent dans la flamme, afin de découvrir la volonté des Génies; on part enfin, après avoir mangé le chien sacré.

Atala, Prologue.

1. Translate: Though he is young he is not foolish.
2. Give the Pret. Def. in full of *mangé, part, fait.*

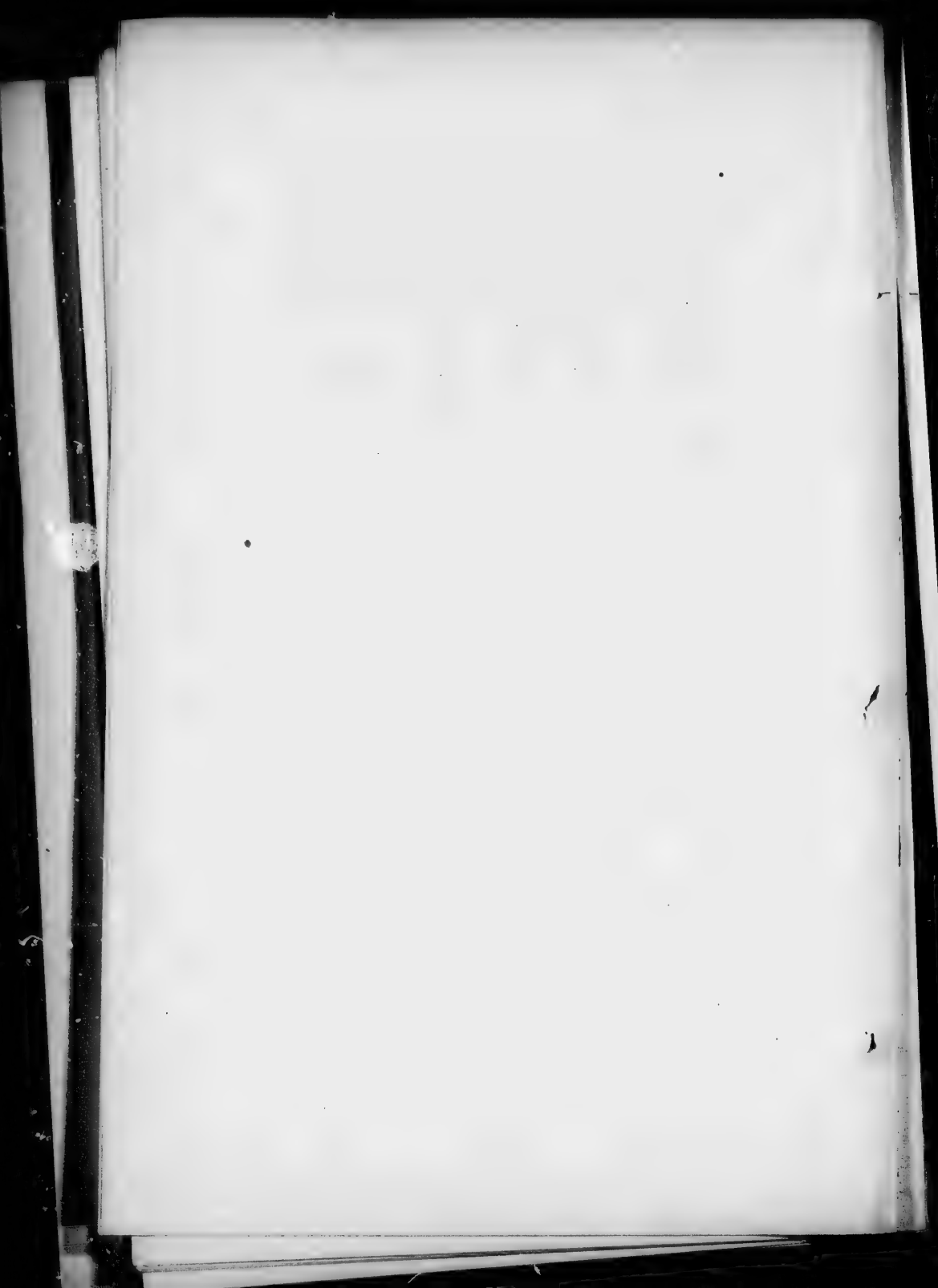
IV.

Write short sketches of the lives of *Voltaire*, *Beaumarchais*, and *Chateaubriand*, and point out briefly what place each holds in the development of French literature.

V.

Translate into French :

During the wars in Italy, a gentleman who was returning home late at night was robbed of his cloak by some soldiers. He complained to the celebrated chief of the brigands, Facino Cane, telling him that some of his men had taken his cloak, and saying he hoped the general would not let them go unpunished. Facino, looking at the gentleman, asked him how he was dressed when he lost his cloak. "Just as I am at present," replied he. "Then," said the chief, "you have not been robbed by my men, for I am sure there is not one among them who would have left you so good a coat upon your back as that you wear now."



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SUPPLEMENTAL EXAMINATIONS: 1891.

FOURTH YEAR.

ENGLISH.

Examiner: W. J. ALEXANDER, PH.D.

NOTE—Not more than five questions are to be answered.

1. Describe *The Lotus-Eaters*, so as to give as accurate an idea as possible of the poem to one who had never read it.
2. In how far does Carlyle accept the popular view of Boswell, and what does he urge in Boswell's favour?
3. What are Carlyle's political views as you gather them from *The Hero as a King*?
4. Contrast *The Ancient Mariner* and *The Lay of the Last Minstrel*.
5. Describe any one of the principal characters in *Middlemarch*.
6. Employ Wordsworth's *To the Skylark*, Shelley's *To a Skylark*, and Keats *Ode to a Nightingale*, to illustrate the distinguishing peculiarities of these three poets.
7. Describe the poem *Andrea del Sarto* and show what doctrines of Browning it exemplifies.
8. Use the following lines to exemplify the characteristics of the writer's style.

ODE TO AUTUMN.

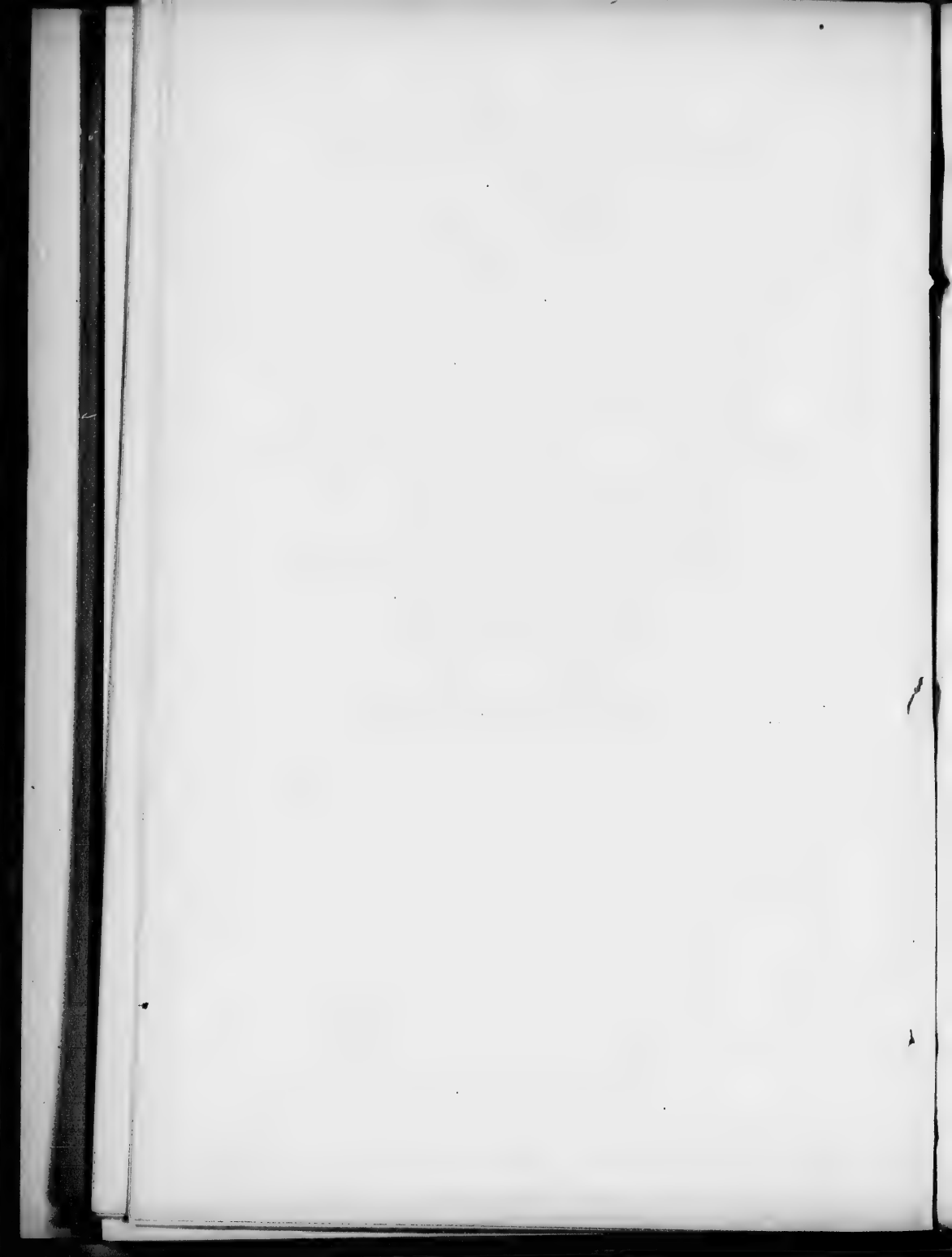
Season of mists and mellow fruitfulness!
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eaves run;

To bend with apples the moss'd cottage-trees,
 And fill all fruit with ripeness to the core ;
 To swell the gourd, and plump the hazel shells
 With a sweet kernel ; to set budding more
 And still more, later flowers for the bees,
 Until they think warm days will never cease ;
 For Summer has o'erbrimmed their clammy cells.
 Who hath not seen thee oft amid thy store ?
 Sometimes who ever seeks abroad may find
 Thee sitting careless on a granary floor,
 Thy hair soft-lifted by the winnowing wind ;
 Or on a half-reap'd furrow sound asleep,
 Drows'd with the fume of poppies, while thy hook
 S pares the next swath and all its twinéd flowers ;
 And sometimes like a gleaner thou dost keep
 Steady the laden head across a brook ;
 Or by a cider-press, with patient look,
 Thou watchest the last oozings, hours by hours.
 Where are the songs of Spring? Ay, where are they?
 Think not of them,—thou hast thy music too,
 While barréd clouds bloom the soft-dying day
 And touch the stubble-plains with rosy hue ;
 Then in a wailful choir the small gnats mourn
 Among the river-sallows, borne aloft
 Or sinking as the light wind lives or dies ;
 And full-grown lambs loud bleat from hilly bourn ;
 Hedge-crickets sing, and now with treble soft
 The red-breast whistles from a garden-croft,
 And gathering swallows twitter in the skies.

9. With regard to *five* of the following passages,
 name the author, the poem from which it is taken, and
 briefly indicate the connection in which it appears.

- (a) For what are men better than sheep or goats
 That nourish a blind life within the brain
 If, knowing God, they lift not hands of prayer.
- (b) How good is man's life, the mere living, how fit to
 employ
 All the heart and the soul and the senses for ever
 in joy.
- (c) The leafless trees and every icy crag
 Tinkled like iron, while the distant hills
 Into the tumult sent an alien sound
 Of melancholy, not unnoticed, while the stars,
 Eastward were sparkling clear, and in the west
 The orange sky of evening died away.

- (d) For I have learned
To look on nature not as in the hour
Of thoughtless youth ; but hearing oftentimes
The still, sad music of humanity.
- (e) For now the noonday quiet holds the hill
The grasshopper is silent in the grass :
The lizard, with his shadow on the stone,
Rests like a shadow, and the cicala sleeps
The purple flowers droop : the golden bee
Is lily-cradled.
- (f) He prayeth best, who loveth best
All things both great and small ;
For the dear God who loveth us,
He made and loveth all.
- (g) Heard melodies are sweet, but those unheard
Are sweeter.
- (h) The present scene, the future lot,
His toils, his wants were all forgot :
Cold diffidence and age's frost,
In the full tide of song were lost ;
Each blank in faithless memory void,
The poet's glowing thought supplied.
- (i) He is made one with nature. There is heard
His voice in all her music, from the moan
Of thunder to the song of night's sweet bird.
He is a presence to be felt and known
In darkness and in light, from herb and stone.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ACOUSTICS.

Examiners: { A. C. MCKAY, B.A.
I. E. MARTIN, B.A.

1. Describe accurately and fully an experiment to determine the velocity of sound in air. What effect on the velocity of sound in air is caused by a change in (a) the barometric height, (b) the temperature?

2. A tube one metre long, open at both ends, is sounding its fundamental note. Find its *pitch* approximately. What other notes may be produced by the same tube?

3. Describe the *diatonic scale*. Explain the different methods of temperament.

4. State the laws of transverse vibrations of strings.

5. Upon what does the *intensity* of the sound of a tuning fork depend? How can we compare directly the intensities of two sounds of the same pitch?

6. A person is moving directly away from a source of sound. If v be his velocity, and V the velocity of sound, show that the pitch is altered in ratio $V-v:V$.

7. What is the nature of timbre?



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FOURTH YEAR.

ASTRONOMY.

Examiners: { JOHN MCGOWAN, B.A.
 { ALFRED T. DELURY, B.A.

1. Explain the terms *azimuth*, *right ascension*, *declination*, *altitude*.

The declination of a star whose meridian altitude is $68\frac{1}{2}^\circ$ is 24° . Find the latitude to the place of observation.

2. Discuss the length of the day at different seasons of the year, at (1) the equator; (2) 45° N. lat. (3) 80° N. lat.

3. State Kepler's laws.

Account for the lengths of the seasons.

4. Define Sidereal day, Solar day, Mean Solar day.

Give the reason why any given star rises earlier on successive evenings.

5. Define Precession and Nutation. How are they caused?

6. "The theory that the earth is fixed breaks down absolutely when it encounters aberration of light and annual parallax." State the reason of this.

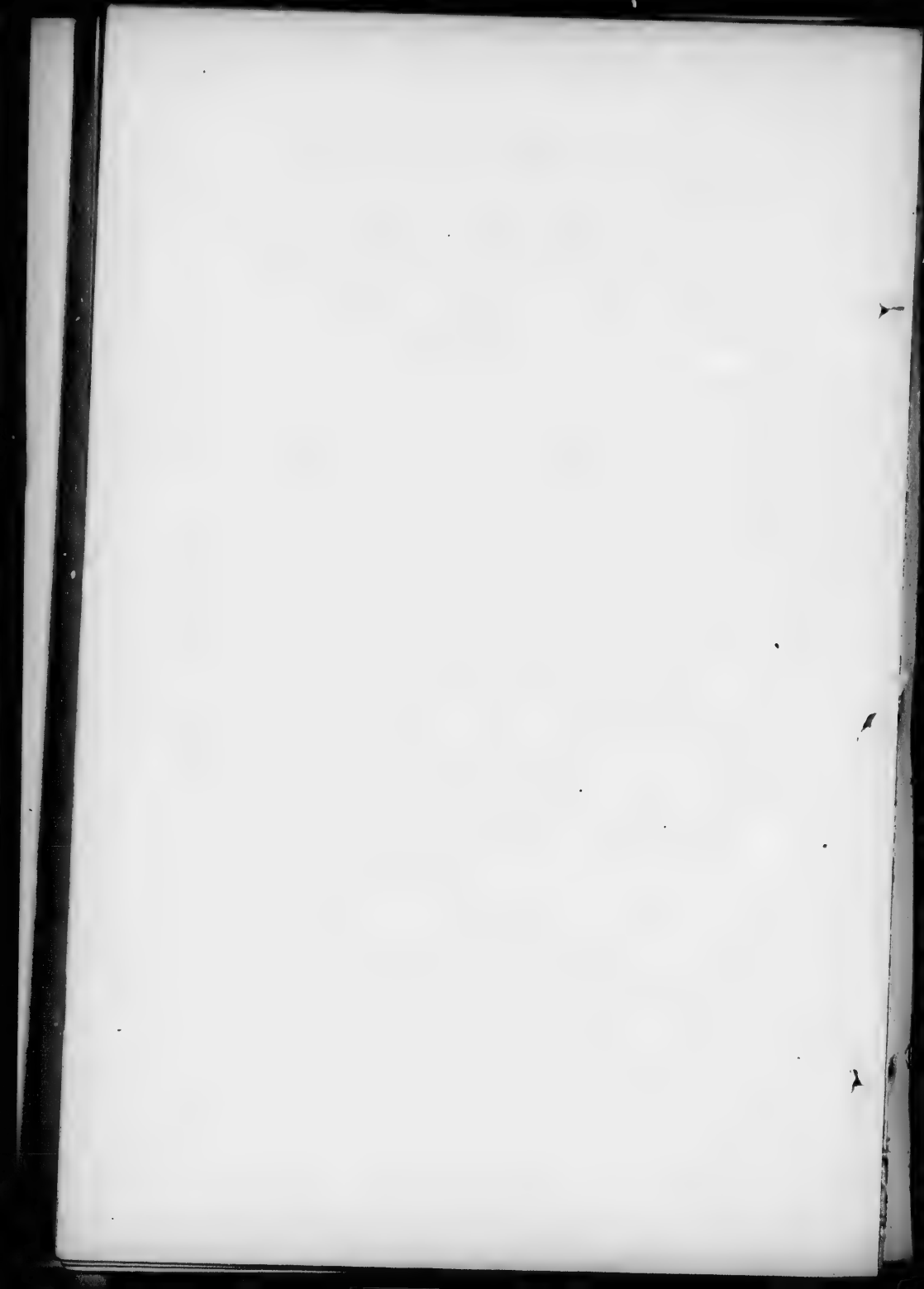
7. Define Refraction, and examine its effect on the period during which the sun appears above the horizon.

If the sun's N. declination is 10° , find the latitude north of which twilight lasts all night.

8. Account for the apparent motions of the planets in the heavens.

9. The number of solar eclipses exceeds the number of lunar, but of the latter more are visible at a given station than of the former. Explain this fully.

10. Explain Laplace's theory of the origin of the solar system.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FOURTH YEAR.

FEDERAL CONSTITUTIONAL LAW.

Examiners: { HON. WM. PROUDFOOT, J.
 { HON. DAVID MILLS, LL.B.

1. State the principal provisions of the Act of 1840, uniting Upper and Lower Canada.

2. State the provisions of the B. N. A. Act, 1867, relating to the representation of the Provinces in the House of Commons.

3. Enumerate the exclusive powers of the Provincial Legislatures as set out in section 92 of the B. N. A. Act, 1867.

4. Describe the various administrative departments of the Government of Ontario, under its present constitution; state how they are created.

5. Describe the system of government which has existed in the North West Territories of Canada since 1875.

6. State the provisions of the constitution of the United States regulating the election of the President and Vice-President, and explain the changes which custom had made in the election.

7. Explain fully the constitution of the Senate and House of Representatives of the United States.

8. Compare the executive departments of government of Canada and the United States, and point out their differences.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

FIRST YEAR AND PRIMARY.

BIOLOGY.

Examiner: J. J. MacKENZIE, B.A.

NOTE.—Only six questions are to be answered.

1. Explain what is meant by ossification in cartilage and in membrane. Illustrate from the skeleton of the frog.

2. Point out the chief differences in structure between Ectoparasites and Endoparasites. Give examples of both forms to illustrate your answer.

3. Describe fully the reproduction and development of the Distome.

4. Describe fully the heart and circulatory system of the Mussel, and give an account of its respiration and respiratory organs.

5. What are the chief differences between Phanerogams and Cryptogams? Sketch the classification of the latter group, and point out the principles upon which this is based.

6. Describe fully a typical vegetable cell.

7. Give an account of the natural history of the Bacteria.

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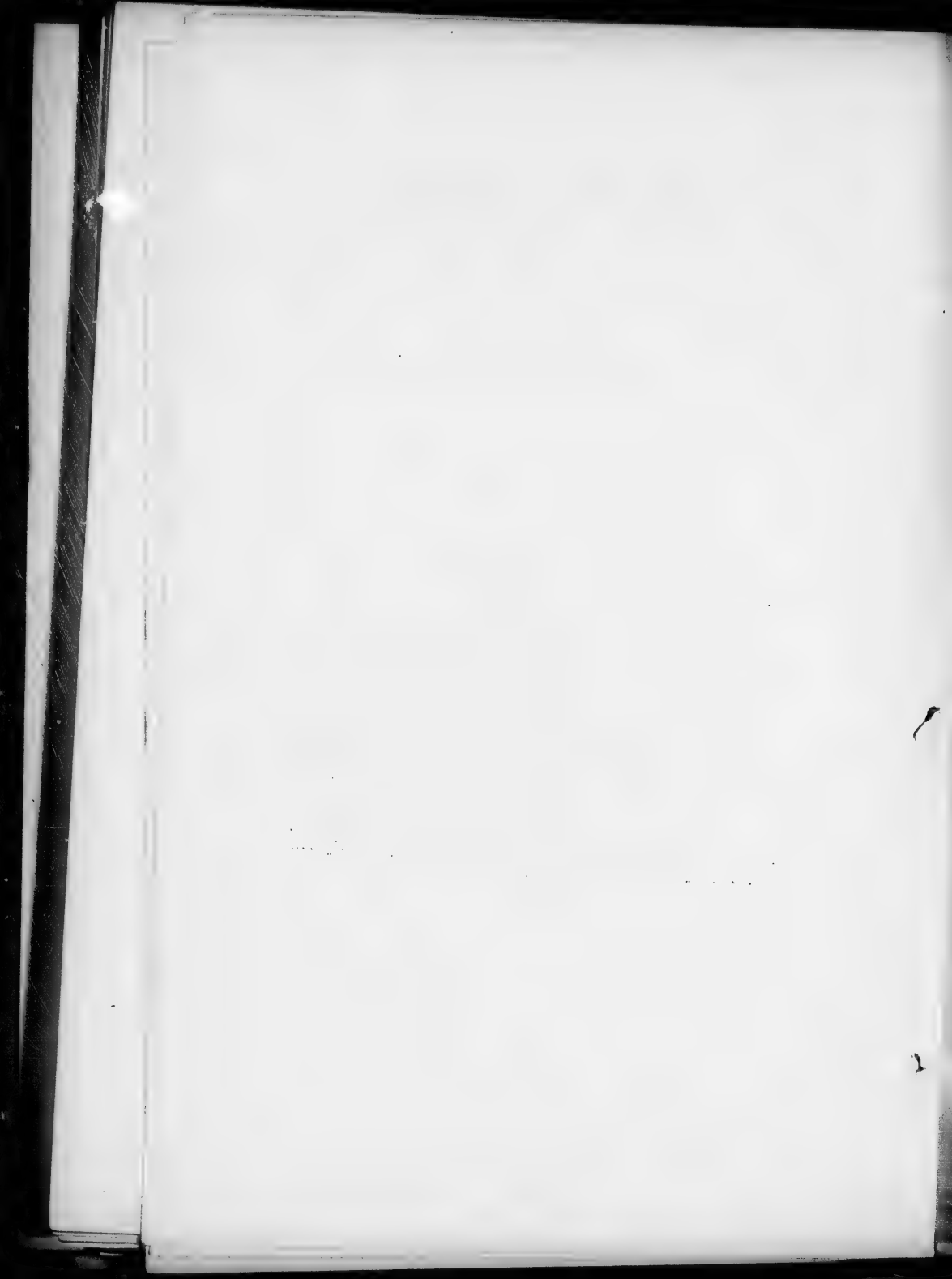
SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR AND PRIMARY.

INORGANIC CHEMISTRY.

Examiner: G. CHAMBERS, B.A., M.B.

1. Define the terms (a) Atom, (b) Molecule.
Why do you consider the Molecule of Oxygen to contain two Atoms?
2. What volume of Oxygen measured at 20° and 745^{mm} Bar, would be furnished by the Electrolysis of 5 grammes of water?
3. Give an account of the Chemistry of Chlorine. Illustrate its relations to Bromine and Iodine.
4. Write equations showing the action of a solution of Potassium Hydrate upon (a) Zinc, (b) Ammonium Chloride, (c) Mercurous Chloride, (d) Mercuric Chloride, (e) Ferric Chloride.
5. The elements: Sodium, Potassium, and Lithium, are said to belong to the same natural family. Explain and illustrate this statement.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST EXAMINATION.

ANATOMY.

Examiners: { M. H. AIKINS, B.A., M.D., M.R.C.S., Eng.
JOHN FERGUSON, M.A., M.D., L.F.P.S.,
Glas.

1. Describe the Sacrum, and contrast the male with the female Sacrum.
2. Describe the Frontal bone.
3. Describe the ligaments of the elbow joint.
4. Give the attachments, muscular relations and actions of the Latissemus Dorsi.
5. Name and give the points of attachment of the muscles which move the thumb, and give their actions.
6. Describe the shape, position, relations, and vascular supply of the Pancreas.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST EXAMINATION.

FACULTY OF MEDICINE.

PHYSIOLOGY.

Examiner: A. B. MACALLUM, M.B., PH.D.

1. Describe the phenomena of the heart beat.
2. What are the functions of gray and white matter of the brain and spinal cord?
3. What are the functions of the skin?
4. Describe the respiratory movements, and the apparatus by which these are produced.
5. What is the fate of each of the three kinds of foodstuffs during the process of digestion?



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

SECOND AND PRIMARY EXAMINATION.

MATERIA MEDICA.

Examiner: O. R. AVISON, M.D.

1. ACID BORIC.—Describe its physical properties, and state solubility, dose, and principal medicinal use.

2. ACID NITRO-HYDROCHLORIC DILUTE.—How prepared? What does the finished product consist of? State dose.

3. FERRI ET QUININAE CITRAS.—Describe its physical properties. State solubility, dose, and percentage of Quinine.

4. IPECACUANHA.—Describe the uncrushed root. What are its chief medicinal properties? State the different doses of the powdered root? Name its preparations, and give the dose of each?

5. JABORANDI.—What is its chief alkaloid? Give dose of the Fluid Extract, and of the alkaloid.

6. Give the composition of—

Linimentum Chloroformi.

Pulv. Glycyrrhizæ Co.

Tinct. Camphoræ Co.

Lotio Nigræ.

Pil Rhei Co.

7. SUGAR OF LEAD.—Give its proper name. Describe it, and state Solubility, principal medicinal properties, and dose of each.

8. Hydrogen Peroxide. What is it? Describe it. What is its chief use? How used?

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

SECOND EXAMINATION AND PRIMARY,

ANATOMY.

Examiners: { JOHN FERGUSON, M.A., M.D., Tor., L.R.
C.P. Edin.
M. H. AIKINS, B.A., M.D., Tor., M.R.C.S.
Eng.

1. Describe the Dorsalis Pedis Artery.
2. Describe the Falx cerebri.
3. Describe the circulation around the shoulder joint.
4. State fully the relations of the Spleen.
5. Describe the Male Urethra.
6. Describe the Common Synovial Membrane of the Carpus.
7. Describe the Pulmonary Veins.
8. The head is turned spasmodically to the right, what muscles are in action ?
9. Draw a diagram of the brachial plexus.
10. Define the following terms : Articulation, bursa, sutura vera, sutura notha, Synovia, Sesamoid bone, Graafian Vesicle, rima glottidis.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

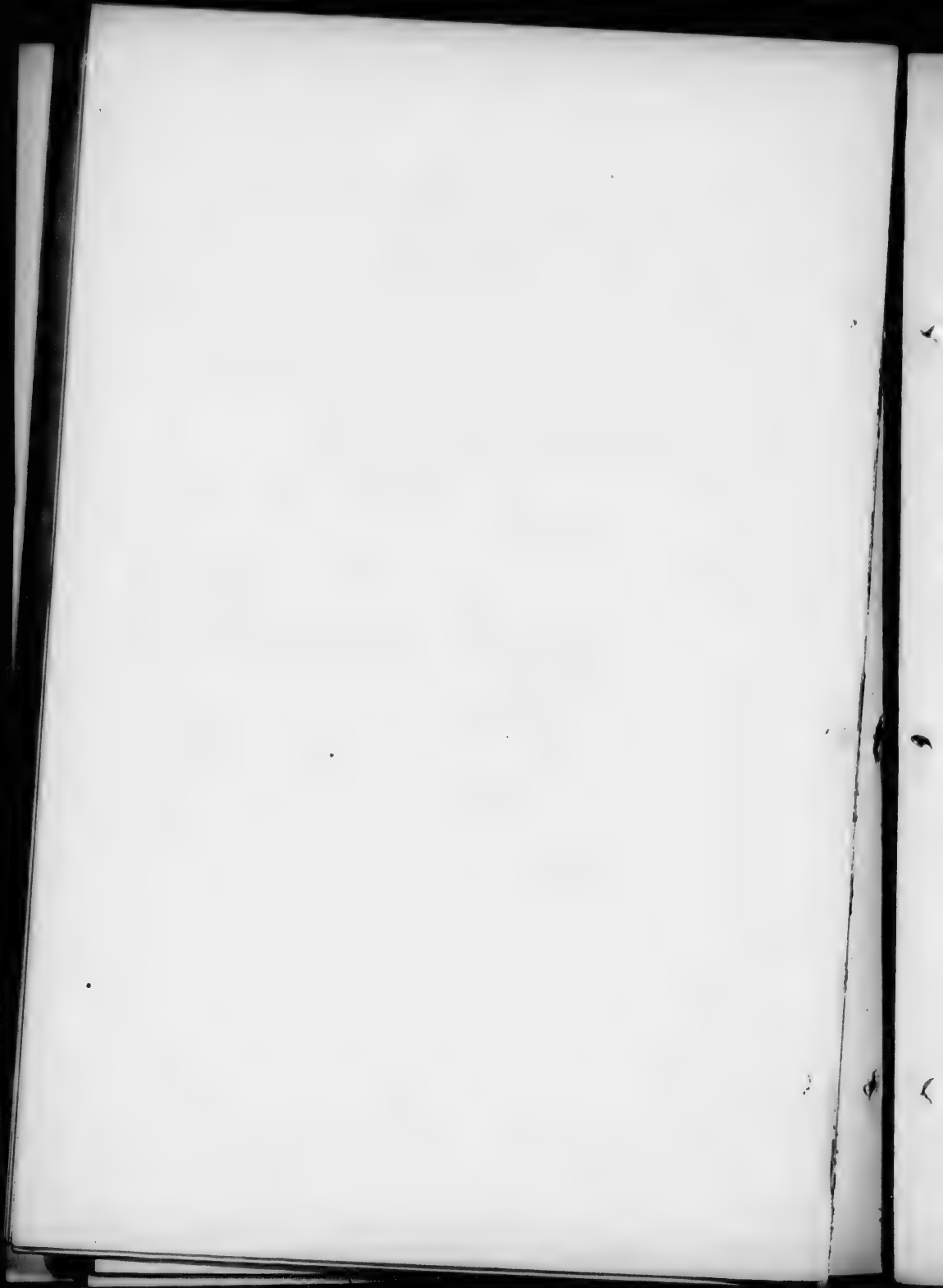
SECOND EXAMINATION AND PRIMARY.

FACULTY OF MEDICINE.

PHYSIOLOGY.

Examiner : A. B. MACALLUM, M.B., PH.D.

1. Describe fully the functions of the pancreas.
2. Make a drawing of a transverse section of the spinal chord in the dorsal region, indicating thereon the various columns and areas, and describing briefly the functions of each.
3. Give a full description of the cellular elements of the blood.
4. What are the phenomena of a pulse beat? How are these produced, and how may they be modified?
5. Give the characters of normal urine. What is the origin of each of the four most important constituents of it?



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

SECOND EXAMINATION AND PRIMARY.

HISTOLOGY.

Examiner: GEO. ACHESON, M.A., M.B., (Tor.)

1. Describe the phenomena of indirect nuclear division (Karyokinesis.)
2. Describe white fibrous tissue, mentioning its principal varieties.
3. What are the following, and where are they found: (a) goblet cells; (b) Brunner's glands; (c) Graafian follicles; (d) organ of Jacobson?
4. Describe the course and structure of a uriniferous tubule.
5. Give the minute anatomy of a hepatic lobule.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

SECOND EXAMINATION AND PRIMARY.

ORGANIC CHEMISTRY.

Examiner : G. CHAMBERS, B.A., M.B.

1. .335 of a gramm^r. of a substance gave the following result on analysis :

Carbon Dioxide	.440 gram.
Water	.135 "

The vapour density of the substance was found to be 67. (Hydrogen = 1). Write its formula.

2. Write constitutional formulæ for the substances denoted by the following names : Dimethyl-Carbinol, Ethyl Mercaptan, Iso-propyl-amine, Oxamide, Ethyl-Iso-propyl-Ketone, Phenol.

3. Describe the properties, constitution, and methods of preparation of the group of organic bodies known as paraffins.

4. Illustrate the chemical reactions showing the relations between Ethyl alcohol and glycerine.

5. How are Ketones prepared ? Write equations showing the action of (a) Oxidizing Agents, (b) Nascent Hydrogen upon Ketones,

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

THIRD YEAR AND FINAL.

OBSTETRICS.

Examiner : H. S. GRIFFIN, M.D.

1. Describe the process of ovulation. What connection does it bear to menstruation ?

2. Describe the chorion. To what diseases is it subject, and what are the consequences to the mother and to the foetus ?

3. Give the diagnosis of pregnancy at the third month.

4. Describe the management of a normal confinement from the birth of the child and during the lying-in period.

5. Describe the mechanism and treatment of face presentations—mento-posterior.

6. What are the indications for podalic version ? Give the methods of operating.

7. Give the causes and treatment of thrush.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

THIRD AND FINAL EXAMINATIONS.

THERAPEUTICS.

Examiner : JAMES MACCALLUM, B.A., M.D.

1. What remedies may be safely given in relatively larger doses to infants than adults? Give rule for apportioning dose to age? Reason for rule.

2. Why is the dose of morphine smaller if given hypodermically than if per ore.

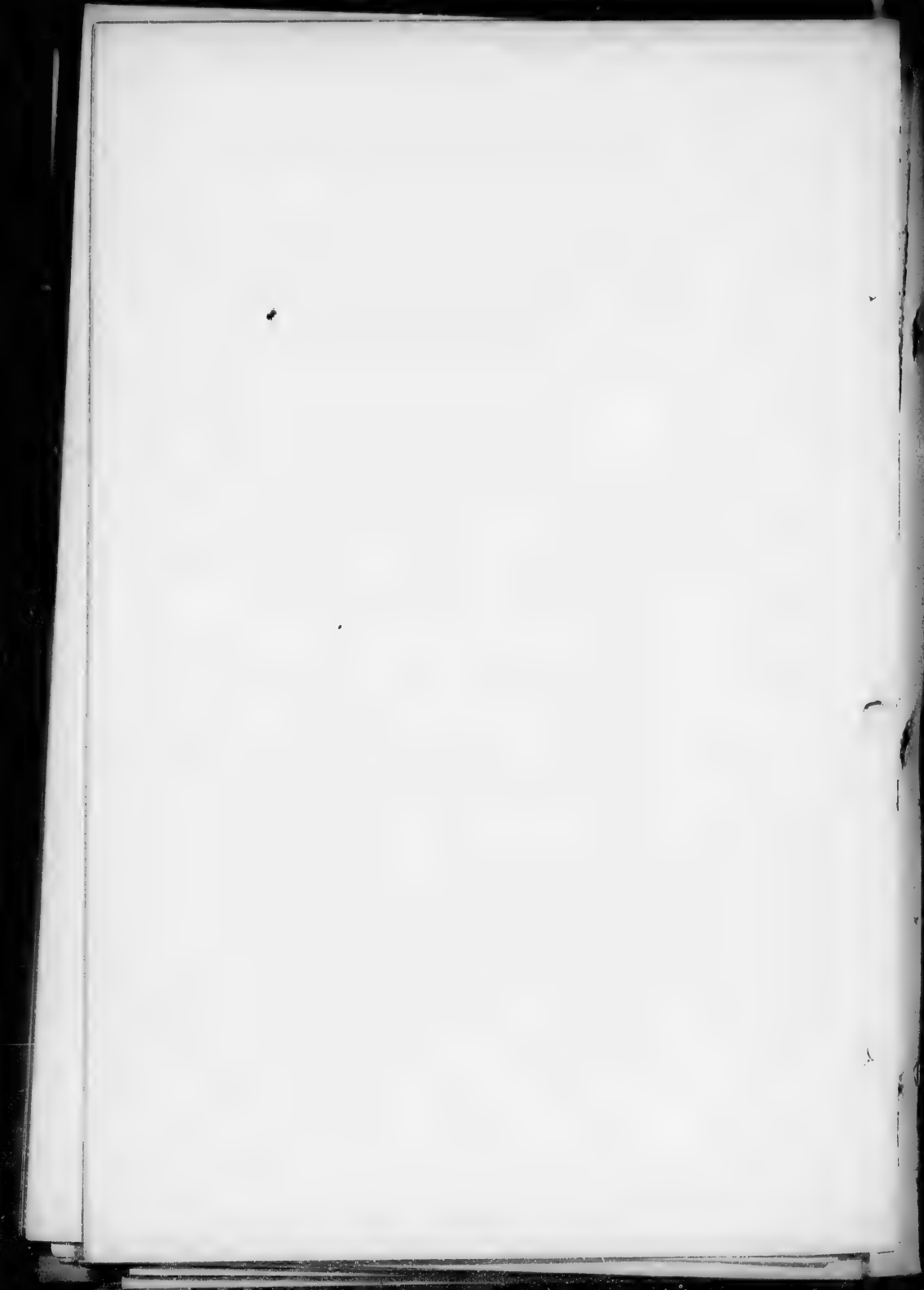
3. Name the emetics of the B. P. Explain the mode of action of each. In what conditions is each to be preferred? Why? Arrange them in order of quickness of action.

When and why would you prescribe as purgatives Rheum, Aloes, Sulphur, Salines Podophyllin, Hydrarg, Submur.

5. Codeine, Morphia, Phenacetine, Belladonna, Heat, Quinine, Cocaine are used to relieve pain. What are special indications, and contra indications for the use of each?

6. What drugs are used to relieve itching? Explain their mode of action.

7. When would you use (a) Mustard; (b) Croton Oil; (c) Cantharides as counter irritants? What directions would you give the patient as to their use?



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SUPPLEMENTAL EXAMINATIONS : 1891.

THIRD EXAMINATION.

SURGERY.

Examiner : B. E. MCKENZIE, B.A., M.D.

1. Define :

- (a) Amputation.
- (b) Aneurism.
- (c) Lipoma.
- (d) Nævus.
- (e) Ostitis.
- (f) Hernia.
- (g) Dislocation.

2. What dislocations occur at the shoulder? Describe method of reduction of subglenoid dislocation.

3. Distinguish between *hydrocele* and *scrotal hernia*.

4. Describe the signs of fracture in the lower third of the femur.

5. Describe three methods of securing hæmastasis, and explain the processes involved.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS : 1891.

THIRD YEAR AND FINAL.

SURGICAL ANATOMY.

Examiner : **ALEX. PRIMROSE, M.B.**

1. Describe the relations and connections of the descending and sigmoid flexure of the colon, in so far as they are concerned in lumbar and inguinal colotomy.

2. Give a description of the scalp, in what layer are the principal blood vessels found? Why is a cut extending through the scalp to the bone more serious than one in which the bone is not laid bare?

3. Describe the shoulder joint; mention the bony prominences which may be felt about the shoulder, and state briefly the relations of the head of the bone in the common varieties of dislocation.

4. Describe the anatomy of a femoral hernia. In relieving a constriction at the crural ring in a strangulated hernia, in what direction would you make your incision, and why would you choose that direction.

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SUPPLEMENTAL EXAMINATIONS: 1891.

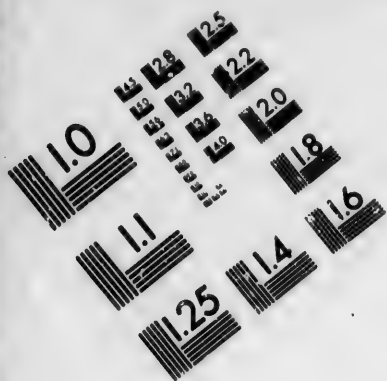
THIRD YEAR.

PRACTICE OF MEDICINE.

Examiner : J. E. GRAHAM, M.D.

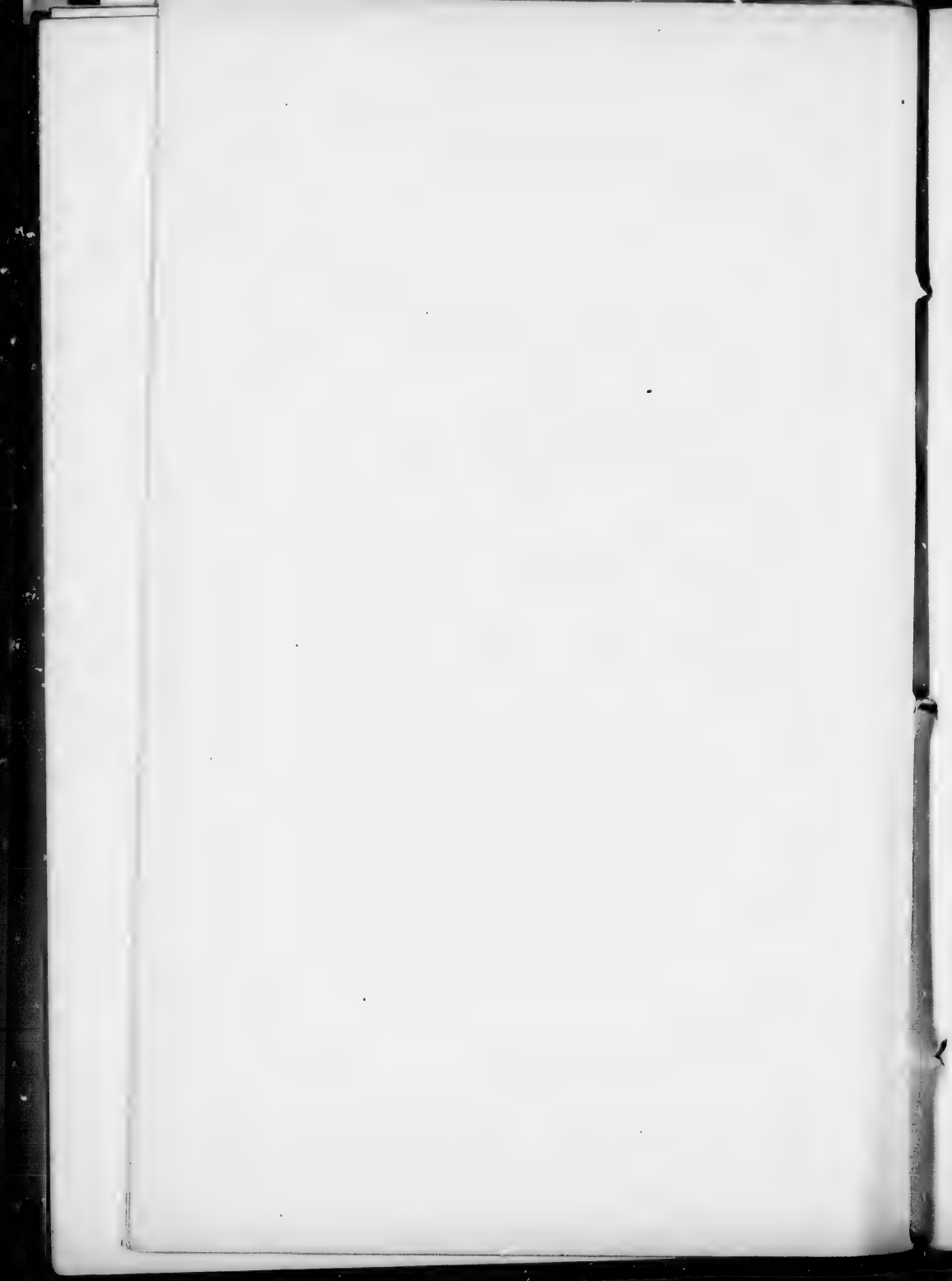
1. Give the Symptoms, Diagnosis, and Treatment of Acute Pleurisy.
2. Give the Symptoms and Pathology of Appendicitis.
3. Write out the Treatment in detail of a case of Typhoid Fever of average severity.
4. Give the differential Diagnosis between Tuberculosis and Typhoid Fever.
5. Describe the gait of patients suffering from Locomotor Ataxia, Lateral Sclerosis, and Hemiplegia.





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University of Toronto.

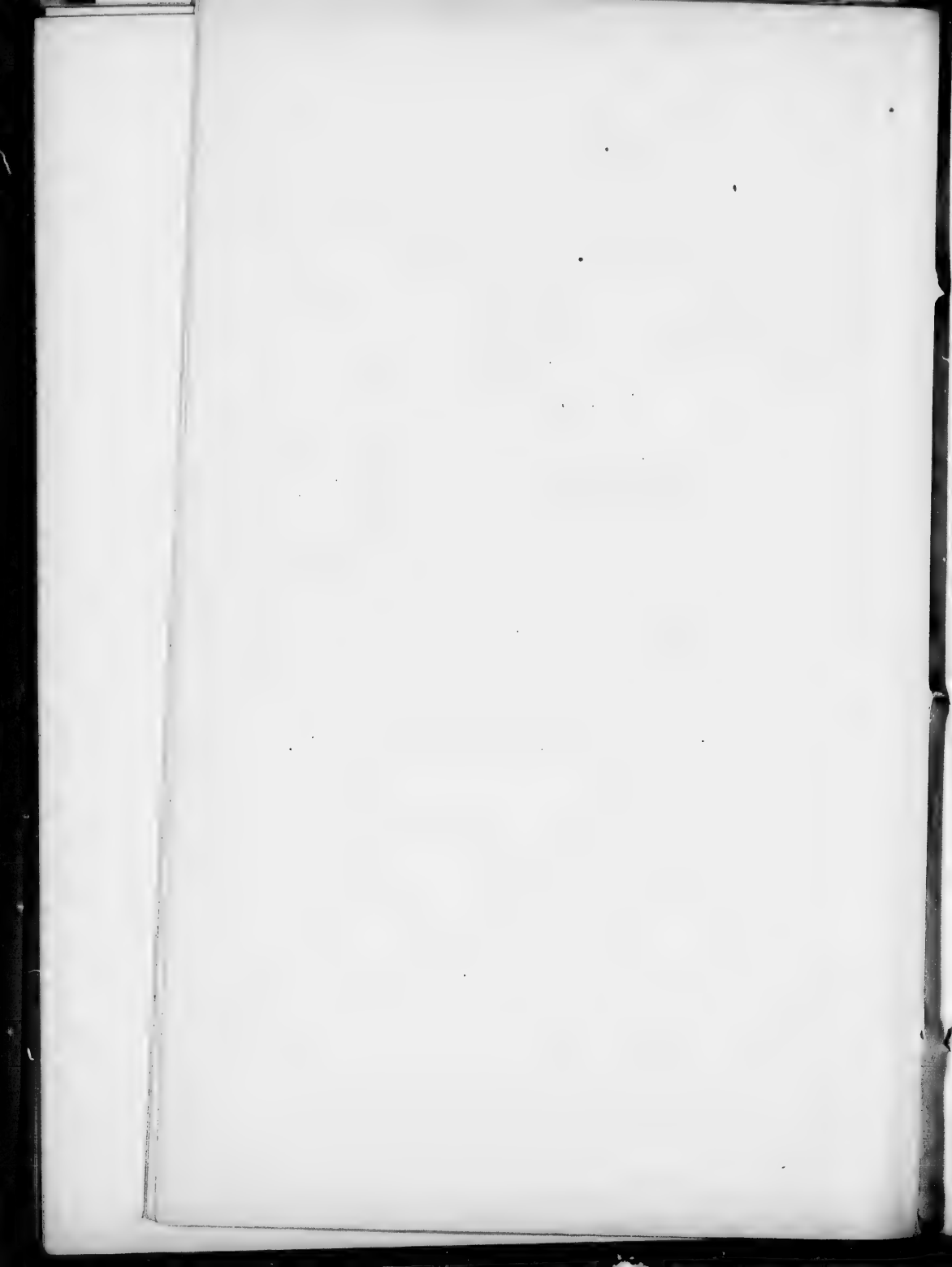
SUPPLEMENTAL EXAMINATIONS : 1891.

FINAL EXAMINATION.

SURGERY.

Examiner : B. E. MCKENZIE, B.A., M.D.

1. Give the chief indications to be depended upon in making a diagnosis of incipient hip disease.
2. Describe Syme's amputation of the foot. Distinguish between it and Pirorgoff's amputation.
3. A child one year old is presented having an enlargement of the scrotum. What are three most probable suppositions in regard to it? Give the differential diagnosis between them.
4. Describe the two most common dislocations which occur at the elbow—giving fully the diagnostic signs in each.
5. Describe the treatment of a simple fracture in the lower third of the femur.



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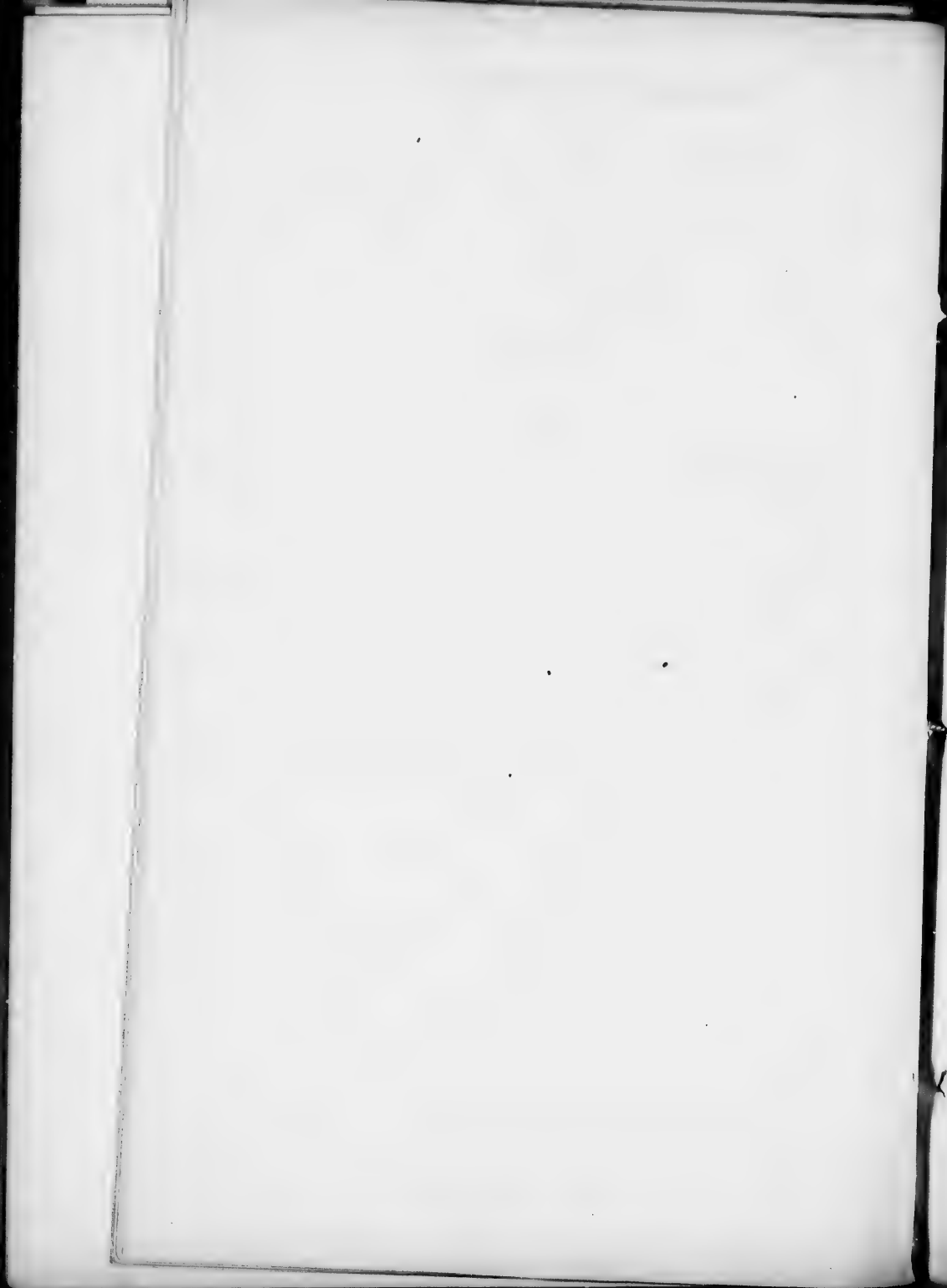
SUPPLEMENTAL EXAMINATIONS : 1891.

FINAL EXAMINATION.

MEDICINE.

Examiner : H. H. WRIGHT.

1. Definition of Dropsy—general Pathology—and principles of treatment.
2. Friction sounds—characters, causes, diagnosis as to locality.
3. Definition of Diarrhœa — causes, varieties, and principles of treatment.
4. Synonyms and popular names of the milder forms of Epilepsy. Phenomena and full diagnosis of.
5. Theory of Infectious Diseases.
6. Phenomena and diagnosis of Jaundice.



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FINAL EXAMINATION.

MEDICAL JURISPRUDENCE.

Examiner: W. WINSLOW OGDEN, M.D.

1. Describe the symptoms, and post mortem appearances of death from *cold*?
2. What degree of penetration is necessary to constitute *rape*?
3. Describe the *Facies Hippocratica*.
4. Distinguish between Suggillations and Hypostatic congestions seen after death?

Describe the changes occurring in the *ductus arteriosus* from the moment of birth till closure is completed.



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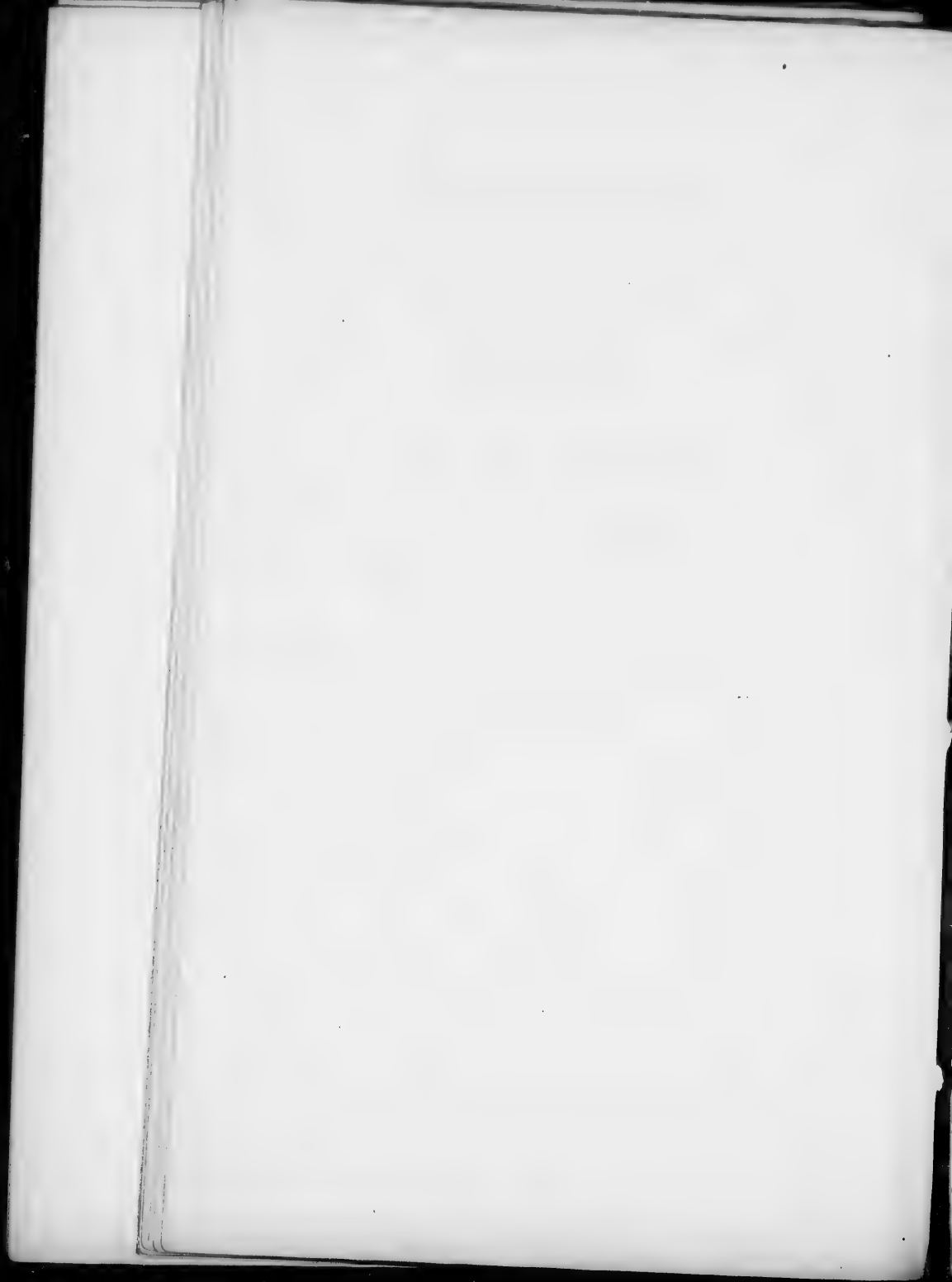
SUPPLEMENTAL EXAMINATIONS : 1891.

FINAL EXAMINATION.

GYNÆCOLOGY.

Examiner: ALLEN BAINES, M.D.

1. Give the principal causes of Dysmenorrhœa, with appropriate treatment.
2. Give causes and treatment of Metrorrhagia.
3. Give symptoms and treatment of Subinvolution of the Uterus.
4. Give causes, symptoms and treatment of Prolapsus Uteri.



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SUPPLEMENTAL EXAMINATIONS : 1891.

FINAL EXAMINATION.

HYGIENE.

Examiner : FRANCIS RAE, M.D.

1. Describe the various agencies by which house air may be rendered impure ; how may the impurities be removed, and what dangers are to be apprehended from them ?

2. How would you proceed to limit the spread of, and stamp out an epidemic of small pox ?

3. Describe the various sources whence water may become polluted, and how would you proceed to determine the impurities present, in a given sample, without reference to their relative proportions ?

4. Describe the various methods of disposal of sewage, and indicate the conditions under which each is most applicable ?

5. Enumerate the most common adulterations of milk, and how would you proceed to determine their presence ?



University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FINAL EXAMINATION.

MEDICAL PSYCHOLOGY.

Examiner: DANIEL CLARK, M.D.

1. Give a medical and an ethical definition of Insanity, and state wherein they differ.
2. Describe what is meant by *Circular Insanity*.
3. Give symptoms and treatment of Emotional Insanity.
4. State the characteristic features of Syphilitic Insanity, and some of the pathological conditions found in the brain after death.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FACULTY OF DENTISTRY,

ANATOMY.

Examiner: GEO. A. PETERS, M.B., F.R.C.S., Eng.

1. Describe the Parotid Gland; give its relations, and the course of its duct.
2. Describe the pterygoid process of the sphenoid bone; give its articulations? What muscles are attached to it, and where?
3. Describe the course of the internal carotid artery from its origin to the point at which it gives off the ophthalmic artery.
4. Give a brief description of the course and relations of the large intestine.